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ABSTRACT

These classroom guides for the daily CNN (Cable News Network) Newsroom broadcasts for the month of May provide program rundowns, suggestions for class activities and discussion, student handouts, and a list of related news terms. Topics covered by the guide include: (1) security systems and security at the Olympics, drawing to scale, civil war in Algeria, Sri Lankan tea and tea tasting, heart disease/heart health, kinds of news stories, and create-a-headline (May 1-5); (2) blue screen technology and virtual reality, 50th anniversary of V-E Day, Nazi Germany, Clinton/Yeltsin meeting, African-American summit, a "Marshall Plan" for Africa's economic recovery, trapping termites, parenthood, and perspectives on V-E Day (May 8-12); (3) experimental/future transportation, human diseases, new Zulu wars, first year of the Mandela administration, pet ownership, new pet products and services, ebola strategy, tracking viruses, and media literacy: the five w's of journalism (May 15-19); (4) the future of airplane safety, barricades on the street in front of the White House, Iraq--the nation that oil built, OPEC nations fact sheet, investment potential, parks and green spaces, genetic engineering, images and media literacy, and worldwide news coverage (May 22-26); and (5) Palestinian rap music, social issues, causes and effects, making movies, and the Bosnian crisis (May 30-31). (MAS)

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CNN Newsroom Classroom Guides. May 1-31, 1995

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Monday, May 1, 1995

ANCHOR DESK

What's the latest in distance learning? Try on Turner Adventure Learning's next electronic field trip for size. We're going to Berlin to commemorate V-E Day May 10, 11 and 12. Call 1-800-344-6219 to receive training, materials and more!

DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:45
TOP STORY	2	U.S. Pres. Clinton puts an embargo on Iran.	4:00
HEADLINES	3	THE CEASE-FIRE IN BOSNIA EXPIRES...EVENTS MARK THE ANNIVERSARIES OF THE END OF THE VIETNAM WAR AND THE LIBERATION OF DACHAU...	1:00
OKLAHOMA CITY BOMB	4	A proposal to expand the U.S. military's role in law enforcement sparks debate.	2:30
DID YOU KNOW?	5	Mail order forms for tickets to Olympic events are now available in stores.	:20
FUTURE DESK	6	Olympic officials have high-tech plans for security during the Atlanta Games.	2:55
NEWSQUOTE	7	...from Johann Friedrich von Schiller	:30
ARTS IN ACTION	8	The "Children's Art Project" lets kids put their artwork where the world can see it.	2:30
CLOSE	9		1:00

EDITOR'S NOTE: TODAY'S NEWS TERMS

Shah Mohammad Reza Pahlavi Ayatollah Khomeini Islamic Republic
domestic law enforcement hand geometry "Children's Art Project"

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TOP STORY: IRAN

1. Why has President Clinton "slammed the door" on Iran? Describe how this will affect the U.S. How might it affect Iran? What is Mr. Clinton's message to the international community?
2. Describe changes in U.S.-Iran relations from 1953 to today. Discuss the impact of these changes on U.S. politics. How might Clinton's position affect his political standing? Why?
3. "If we are to succeed in getting other countries to make sacrifices to change Iran's behavior, we, too, must be willing to sacrifice." Search the media to discover companies most affected by the sanctions (Texaco, Exxon, Dresser Industries, The Coastal Corporation). What will they "sacrifice"? Would you be willing to make this sacrifice? Explain.

OKLAHOMA CITY BOMBING: THE ROLE OF THE MILITARY

4. Explain U.S. Pres. Clinton's proposal to expand the military's role in law enforcement. Discuss the arguments for and against this change. What alternatives do critics offer?
5. Have groups search media for examples from several countries of military involvement in domestic affairs and use these to:
   a. examine the advantages and disadvantages of military involvement in government, law enforcement, etc. and
   b. identify what they see as appropriate uses/strengths of the military, as well as areas where military intervention is inappropriate. Discuss groups' insights in class.

FUTURE DESK: OLYMPIC SECURITY SYSTEMS

6. Why is security for the Olympic Games so important? Discuss measures presented in the video. Why do you think some of the systems were not shared with media?
7. Have groups research security options and design an integrated system for one kind of building at the Olympic Games (e.g., stadium, dormitory). Provide groups with copies of the HANDOUT (pg 3). Groups should list specific examples for each general security category and explain briefly how each one works. In the last column, groups should evaluate each system and recommend ways it could be used effectively at the Olympics. After investigating the options, each group should use this knowledge to design an integrated system. Have groups present a diagram of their building and its security to the class.

ARTS IN ACTION: STUDENT ART

8. BEFORE VIEWING, discuss ways billboard art is developed and executed. AFTER VIEWING, list the difficulties of "enlarging" art. What modifications might you make in a picture if you knew it was to become billboard-sized? EXTENSION: Find examples of commercial art on billboards around town. What do they have in common? What makes the best of them unique?
9. Create a class list of images that might be used to "welcome children of the world" to your town. Why is each appropriate? Use the HANDOUT (pg 4) to sketch your own "welcome" and demonstrate how your picture could be enlarged.

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*     *   *   *   *   * *   *  *
***   *   *   *   *   * ****   ***
*     *   *   *   *   * *   *  *
*     *****   *   ***** *    * ***** DESK:  OLYMPIC SECURITY
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May 1, 1995 (3)

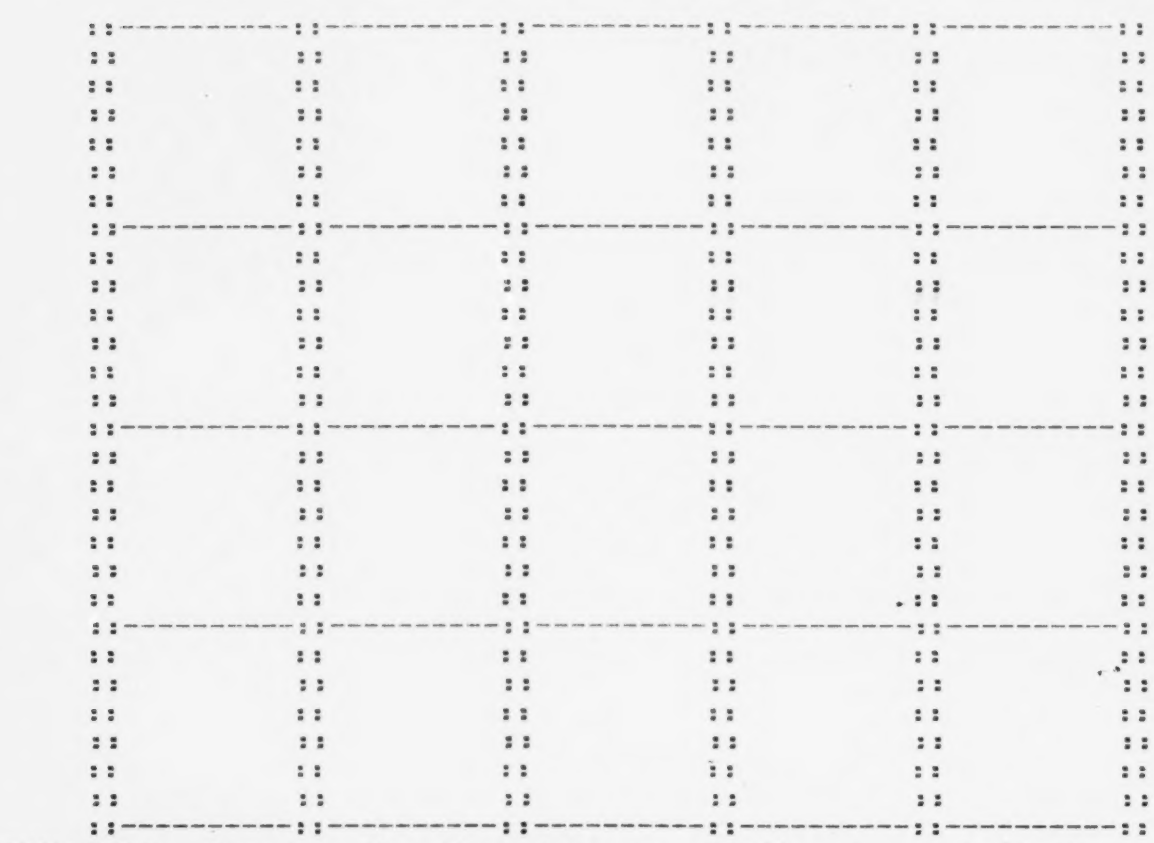
DIRECTIONS: Use available resources to learn about security systems and how they work. The table below lists 3 general approaches to maintaining security. For each one, provide a few examples (one has been included). In the second column, briefly explain how each system works. In the final column, evaluate each system; comment on its strengths, weaknesses, cost, etc. Suggest how that security system could best be used for security during the Olympic Games.

KIND OF SYSTEM AND EXAMPLES	HOW IT WORKS	EVALUATION AND RECOMMENDATION
SPACE-PROTECTION: Photoelectric motion-detectors		
SURVEILLANCE: Cameras		
IDENTITY VERIFICATION: Hand geometry		

Now that you are familiar with a number of security options, design an integrated security system for one kind of structure (stadium, dormitory, pavilion, etc.) that will be used during the Olympics.

STUDENT HANDOUT: BIG, BIGGER, BIGGEST!

DIRECTIONS: Drawing to scale is easy when you transfer your artwork "bit by bit." In the grid to the left, draw a picture you feel would "welcome children of the world" to your town. Next, transfer the picture to the larger scale below.



CHALLENGE: Based on the dimensions of a billboard or a bulletin board at your school, how many times larger would each square become? Transfer one square into this "life-sized" scale.

Tuesday, May 2, 1995

ANCHOR DESK

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* Set off on a multimedia journey across time and space to Berlin, Germany, May 10-12. Turner Adventure Learning is traveling to Europe to celebrate the end of WWII with V-E Day. Call 1-800-344-6219 to participate in this international event. *

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DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:45
TOP STORY	2	As heavy equipment moves in to clear debris from the bomb site, the FBI issues an APB for another material witness.	3:30
AROUND THE WORLD	3	Two U.S. women visit their imprisoned husbands in Iraq...Fighting erupts in Croatia.	1:00
WHERE IN THE WORLD	4	This country gained its independence from France on July 5, 1962...Algeria.	1:10
INTERNAT'L DESK	5	Tension is high in Algeria's "hidden" civil war between Islamic groups and the military.	3:10
FYI	6	South Africa has 11 official languages.	:20
BEYOND THE GAME	7	In Soweto, South Africa, Baby Jake Matlala gives township youths reason to dream.	3:10
LOOK AHEAD	8	This week: Mayan ruins and Sri Lankan tea.	:30
CLOSE	9		1:20

EDITOR'S NOTE: TODAY'S NEWS TERMS

all-points-bulletin Gary Allen Land Kingman, AZ ammonium nitrate Soweto, South Africa flyweight Baby Jake Matlala WBO Worldbelt

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TOP STORY: OKLAHOMA CITY BOMBING AFTERMATH

1. Who is Gary Allen Land and why is the FBI searching for him?
2. How and why have debris-removal methods at the bombing site changed? What psychological effect do you think this might have on families of those who have not yet been found?
3. Research new methods/technologies in building design that help minimize the threat and/or impact of a terrorist act. Working in groups, ask students to
   a. include infrastructure, building materials, layout of grounds, parking and security in their research, and
   b. draw up plans for either a new building or an existing structure using some of these features.

   Ask: How might a new building incorporate these technologies? How might they help protect an existing building? Have groups present their designs to the class.

BEYOND THE GAME: GYM OF DREAMS

4. In what ways is the Soweto gym a "gym of dreams"? Why do you think Baby Jake Matlala continues to train there? Discuss the effect this might have on the young boxers who work out there.
5. Design sports programs "on a shoestring budget." Groups should imagine they are setting up youth sports programs for communities or neighborhoods with limited resources. What sports would they offer? Ask groups to
   a. Consider equipment costs, need for, and availability of, playing fields/terrain, appropriateness for different age groups and the skills/attitudes they wish to promote.
   b. Present proposals to the class.
   c. Vote to award "trophies" for programs that invite high levels of participation, require the lowest budget, etc.
6. Have students tape interviews of friends and family members talking about their childhood "sports heroes." Ask respondents what they admire(d) about their sports role models and what effect that admiration has had on their lives. Have students work in groups to (a) compile the results of their interviews and (b) write "oral histories" excerpted from the tapes, with an introduction/commentary on the relationships people have had with their "heroes" and the qualities/traits that people admire in a sports figure.
7. Many cultures practice sports that, like boxing, are derived from combat. Have groups choose one "combat" sport (e.g., judo, sumo wrestling, fencing) and research its origins and development from combat to athletic competition. Groups should also consider the traditions, rules and skills associated with each sport. Where is the sport practiced today and who are some of its champions? How has it evolved from its "fighting" origins? Have groups create multi-media presentations on their chosen sports.

May 2, 1995 (3)

BACKGROUND ON
DESK: ALGERIA: A CIVIL WAR

1. BEFORE VIEWING: Locate the nation of Algeria on a world map. What kind of geographic features do you expect that it has? Relate what you know of the country's political system.

2. AFTER VIEWING: Why are some Algerians afraid to talk about their country's political situation? Who is fighting in the "dirtiest little hidden war in the Arab World"? How long has it been raging? Why did the military stop national elections?

3. Do Algeria's neighbors favor any one side in Algeria's civil war? Explain. How does the conflict present a diplomatic dilemma to the U.S. and its western allies? As it becomes evident that neither side can win the war militarily, how might the conflict be resolved? Do you think this is a viable solution? State your rationale.

4. Have students work in groups to learn more about Algeria. Distribute the RESOURCE (pg 4) and review the information given. Instruct groups to use this information as the basis for their research and assist them in locating other resources. Have each group choose one aspect of the country and present a written report. Later, the class will edit and combine the reports into a resource on Algeria to be kept in the class.

5. Why do you think Algeria has banned international journalists from covering this story? What role does the media play as a source of information about civil conflict? After discussing these questions as a class, divide students into groups. Have each group choose one current civil conflict anywhere in the world and, acting as western correspondents, "report" on that war. When groups are finished, generate a class discussion about the impact of international news reporting and how media attention could, if allowed, have an effect on the outcome of the Algerian civil war.

6. Have each group of students choose and research a nation whose government and society is strongly tied to Islam, then share its findings. In a class discussion, ask students to speculate as to the political and social effects of a "hardline Islamic state" in Algeria had the elections taken place three years ago.

----------EDITOR'S NOTES: TODAY'S NEWS TERMS----------

Arab World	Islam	military-backed government	opposition
hardline	intellectuals	reign of terror	civilians

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*****  **    **     *
*      *  *  *  *  *
*      *   * *   * *
********    **    ** STUDENT RESOURCE:  ALGERIA FACTSHEET
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OFFICIAL NAME: Democratic and Popular Republic of Algeria

CAPITAL: Algiers (El Djazair)

PRINCIPAL NATURAL FEATURES: Mountains: Atlas Mountains, Ahaggar. Sahara Desert, Grand Erg Oriental, Grand Erg Occidental, High Plateaus

POPULATION: (1991 estimate) 25,888,000; 28.2 persons per square mile, (10.9 persons per square kilometer); 49.7% urban, 50.3% rural

MAJOR LANGUAGES: Arabic (official), Berber, French

MAJOR RELIGION: Islam (official)

LITERACY RATE: 50%

GOVERNMENT: Head of Government: Prime Minister; Form of Government: Republic; Legislature: National People's Assembly; Voting Qualifications: Age 19

POLITICAL DIVISIONS: 48 departments (Wilayas)

ECONOMY:
Chief Agricultural Products: Wheat, potatoes, barley, tomatoes, grapes, oranges, olives, onions, dates, tangerines, tobacco.
Livestock: Sheep, goats, cattle, donkeys, camels, horses, poultry

Chief Mined Products: Antimony, crude petroleum, iron ore, lead, natural gas, phosphates, zinc

Chief Manufactured Products: Cement, crude steel, fertilizer, motor vehicles, petroleum products

Chief Exports: Crude petroleum, natural gas, petroleum products

Chief Imports: Chemicals, food, iron and steel, machinery (electrical and nonelectrical), textiles, transportation equipment

MONETARY UNIT: 1 dinar = 100 centimes

----------CNN NEWSROOM: RELIABLE RESOURCES----------

COMPTON'S ELECTRONIC ENCYCLOPEDIA, downloaded from America Online, May 2, 1995.

Wednesday, May 3, 1995

ANCHOR DESK

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* Electronic Field Trips are the latest way to connect your student* to the world and Turner Adventure Learning makes it easy! Come with us next month for a multimedia journey to Berlin to commemorate V-E Day May 10 - 12. Call 1-800-344-6219 today. *

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DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:45
TOP STORY	2	U.S. does an "about-face" in its policy toward Cuban refugees and immigration.	4:05
OKLAHOMA: UPDATE	3	FBI arrests two men in connection with the bombing in Oklahoma City.	1:00
AROUND THE WORLD	4	CROATS, SERBS AMPLIFY THEIR CONFLICT; TWO U.S. PRISONERS HELD IN IRAQ ARE HOSPITALIZED.	:50
DID YOU KNOW?	5	...these facts about tea?	:30
BUSINESS DESK	6	Sri Lankan tea is making a big "splash" on the world market.	1:55
MAYAQUEST	7	(Part 12) What happened to the ancient Mayan civilization?	3:10
OUR WORLD	8	Student photographers capture their city on film -- and in a new light.	1:50
CLOSE	9		1:05

EDITOR'S NOTE: TODAY'S NEWS TERMS

Guantanamo Bay Fidel Castro refugee immigration
material witness stele "slash-and-burn" agriculture landmark

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TOP STORY: U.S. AND CUBA

1. Describe the two recent reversals in U.S. policy toward Cuban refugees. Based on statements made in the video segment and on what you already know about recent trends in world immigration policies, what do you think is the primary motivating force behind each shift in policy? Support your reasoning.
2. In small work groups, challenge students to investigate recent changes in immigration policy instituted by other nations. Ask groups to compare the policies, the targeted populations and the reasons given for the changes in policy. Where does the new U.S. policy toward Cuban refugees "fall" on the world immigration scale? Ask students to predict future changes in U.S. immigration policies, name the targeted populations and justify their choices.

OKLAHOMA CITY UPDATE

3. Ask students: How does a "material witness" differ from any other kind of witness? Have students learn the distinction, then suggest the kind of testimony the federal government feels the witness now in custody might be able to give in this case.

MAYAQUEST (PART 12)

4. Pose the question to students that was asked in the video: "Why did the vibrant Maya civilization collapse?" Have students identify each theory and discuss the possibility of its occurrence, citing examples from other "extinct" cultures.
5. Using any one of the theories cited in the video, challenge students to write an account of the disappearance of the Mayan civilization, either as a myth, legend or fact. Copy and circulate these for students to read in class. Bind together and illustrate one copy and present to the media center.

OUR WORLD: TEEN PHOTOGRAPHERS

6. Define "landmark" and ask students to name landmarks shown in the video. What function do they serve in a culture? Ask: What national structures do you regard as landmarks? Discuss features these landmarks have in common.
7. Ask: What local structures do you regard as landmarks? List these on the board. Discuss students' choices, particularly the ones few regarded as landmarks. What makes that structure special? Then, have groups "select" landmarks they would include in a calendar promoting tourism in their locale. Share groups' choices, then allow time for students to photograph them. Compare the photos and encourage students to share with the class their "vision" of that landmark. Create an annotated calendar and share with the Chamber of Commerce and/or your historical or preservation society.

May 3, 1995 (3)

SRI LANKAN DESK: TEA

1. BEFORE VIEWING: What countries do you associate with the tea trade? Locate the nation of Sri Lanka on the map. Find out the former name of that country. What is the name of a popular tea that comes from what is currently known as Sri Lanka?

2. AFTER VIEWING: What nation is presently the largest exporter of tea in the world? How do India and China compare? According to the video, why is tea such a popular product again?

3. Review the video and, in a class discussion, ask students to explain how Sri Lanka lost its tea market. What is nationalization? Where else has this occurred? In work groups, find examples of industries that have been nationalized by their countries' governments. What political factors precipitated nationalization in each case? What were the economic results? Discuss.

4. Challenge groups of students to come up with lists of countries and products that are well-known and marketed worldwide (e.g., Colombian coffee, French wine). Have groups share their lists then write them on the board. Direct each group to choose one product/country pair and conduct research to learn more about that industry and product. What is the target market for that product? Is the country trying to expand its market? If so, how? Have groups share their findings.

EXTENSION: Drawing on their findings, have groups cite things the Sri Lankan government can learn from other countries that market their "signature" exports.

5. Hold a tea-tasting session in your classroom. Ask students to bring in different kinds of tea and assist them in brewing enough for a small sample for each student. Offer water between taste tests so that students may cleanse their palates for the next taste. Have students use the HANDOUT (pg 4) to record their descriptions of each taste and their likes and dislikes. Group students according to their preferences and direct each group to come up with a vivid T.V. ad promoting that kind of tea. Remind groups that their descriptions will have to provide a sense of "taste" for the T.V. viewer.

----------EDITOR'S NOTES: TODAY'S NEWS TERMS----------

Ceylon plantations nationalization privatization bulk
British colony consumer synonymous export commodity
entrepreneur premium brands upscale inefficiency

STUDENT HANDOUT: TEA TASTING

DIRECTIONS: Conduct a "tea tasting" in your classroom. . Provide small samples of different kinds of tea, including the ones named here. Then add any varieties to this chart, and use it to record a description of the tea's taste, as well as your own reactions.

KIND OF TEA	DESCRIPTION/PERSONAL REACTION
ORANGE PEKOE	
EARL GREY	
MINT TEA (HERBAL)	

Which kinds of tea did you like? Were there any that you would purchase? Choose the kind you found most appealing and write the script for a T.V. ad for your own brand of that tea. Keep in mind that viewers cannot "taste" your product, so you will have to write a vivid description of its taste for them, as well as use strong images in your ad.

Thursday, May 4, 1995

ANCHOR DESK

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* Set off on a multimedia journey across time and space to Berlin, Germany, May 10-12. Turner Adventure Learning is traveling to Europe to celebrate the end of WWII with V-E Day. Call 1-800-344-6219 to participate in this international event. *

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DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:45
TOP STORY	2	A survey of global conflicts assesses the lessons of war.	8:15
HEADLINES	3	CROATIA, REBELS AGREE TO CEASE-FIRE... TWO MEN QUESTIONED, RELEASED IN BOMBING... U.S. WANTS IRAQ TO RELEASE AMERICANS	1:00
*** TEACHERS: TODAY'S SCIENCE DESK CONTAINS PICTURES THAT MAY UPSET SENSITIVE VIEWERS. PLEASE PREVIEW THIS SEGMENT.			***
SCIENCE DESK	4	A new procedure may help many patients avoid the hazards of a heart transplant.	3:00
CHECK IT OUT	5	Archaeologists are set to restore a newly-discovered pyramid found in Egypt...	:20
NEWSDATE	6	On this date...May 4, 1970...	:20
CLOSE	7		1:00

EDITOR'S NOTE: TODAY'S NEWS TERMS

carnage, Gulf War, diplomacy, International Institute for Strategic Studies, global trend, V-E Day, Rwanda, "strategic ghetto", Algeria, Bosnia, Liberia, rebel, Islam, journalist, civilian

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TOP STORY: INTERNATIONAL SURVEY OF GLOBAL CONFLICT

1. Explain this statement from the video: "Nations of the world are in a period of drift." How is the "emergence of strategic ghettos" throughout the world affecting the world community's desire to deal with conflicts?
2. According to the "Strategic Survey," what is the most disturbing global trend of the last year? Give an example. Discuss how military attempts to resolve conflicts in the Persian Gulf and Somalia have differed. How might the failure of international military action affect the world community's willingness to commit peacekeeping troops?
3. Experts say strong leaders and decisive strategies emerged during WWII, but the five subsequent decades "provided no similarly galvanizing threat, just a series of brushfires." Have students interpret this quote from the video in a class discussion. Then challenge groups of students to brainstorm and list ways the world community can invest in "preventive diplomacy" to stop the "brushfires" from becoming full-scale "forest fires." Share ideas.
4. Divide the class into three groups and have each choose one of these continents: Africa, Asia, Europe. Direct each group to research and create two maps of its continent: one immediately following WWII and a current one. Have them present the maps, noting the political changes that have occurred and how these have affected the "New World Order."
5. Have each group of students (a) choose one recent instance where the international community has used military force in an attempt to resolve a conflict and (b) present their findings. Afterwards, challenge each student to create a "report card" evaluating the use of international military force in conflict resolution.
6. CNN Correspondent Christiane Amanpour has covered several wars for international audiences. How does she keep the viewer from becoming "numb" to the atrocities he/she sees everyday? Why does she say that journalists are often "uninvited guests" in conflicts? What keeps her going?
7. Challenge student groups to create a T.V. "field report" of a particular world conflict by researching that war and writing a news script, complete with what the viewer would be "seeing." Present the reports/scripts and discuss the challenges of reporting on international conflicts.
8. Describe the current situation in Liberia. How is it similar to the political climate in other African nations?
9. Working in groups, have students select a nation in Africa and prepare and present a current political profile of that country. Have each group describe the economic, social and political factors that have contributed to that nation's stability or instability. What, if anything, should the world community do to promote stability within that nation? Discuss.

HEART DISEASE/
HEART HEALTH

DESK:

1. BEFORE VIEWING: How widespread a problem is heart disease? Ask students to raise their hands if someone among their family or acquaintances has had a heart attack or heart disease.

2. AFTER VIEWING: Describe the new heart surgery. Compare and contrast this procedure to a heart transplant, the current treatment for heart failure. What difficulties associated with transplants might this new operation avoid?

3. Have groups research the structure and functioning of a healthy human heart. Challenge groups to show how the heart works by creating a visual representation (diagram, model, computer-generated graphic, etc.) to share with the class. Groups should show their representations, identify the main parts of the heart and explain each one's role in the heart's functions. Use these models as references and/or demonstration tools throughout the class's study of the heart and heart diseases.

4. Divide the class into groups. Assign each a disease/condition of the heart or circulatory system (hypertension, coronary artery disease, rheumatic heart disease, etc.). Groups should:
   a. investigate the effect the condition has on the heart, its symptoms and treatment;
   b. create pamphlets like those found in physicians' offices, explaining the condition, "warning signs" and available treatment options; and,
   c. "publish" these in the classroom and school community.

5. In groups, consult health texts and health organization publications to find out what the "risk factors" are for heart disease. Have groups use the HANDOUT (pg 4) to identify some of these factors, explain the effect they have on the heart and list measures individuals can take to lessen their risk of heart disease. Share information. Discuss: What are the most significant risk factors? How many of the factors can an individual control/change? Explain.

EXTENSION: Have each student review the list of risk factors and assign him/herself a "heart health report card." How many good habits for heart health does he/she practice? Where might there be "room for improvement"?

----------EDITOR'S NOTES: TODAY'S NEWS TERMS----------

Jordan
King Hussein Medical Center
heart transplant
"nest" of muscle
risk factors
electrostimulator
FDA

HEART DISEASE:
STUDENT HANDOUT: ASSESSING THE RISKS

DIRECTIONS: Certain habits and conditions can predispose a person to heart disease. Use your texts and/or health publications to identify some "risk factors." List these in the first column of the table below. In the IMPACT column, explain the effects of each risk factor: how does each one affect the heart and/or how does it statistically increase the likelihood of contracting heart disease? In the final column, explain the implications of each risk factor. Can a person minimize that risk and, if so, how?

RISK FACTORS	IMPACT	IMPLICATIONS

1. Which factors seem to have the greatest impact on heart health and one's chances of developing heart disease?
2. How many of these factors are within an individual's control?
3. Make recommendations on how to adopt a heart-healthy lifestyle.

Friday, May 5, 1995

ANCHOR DESK

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* Spend three days in Berlin, Germany, without the hassles and expense of a flight. Join Turner Adventure Learning for our next electronic field trip May 10-12 to commemorate V-E Day and interact with WWII Vets and others. Call 1-800-344-6219 today. *
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DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:45
TOP STORY	2	War reignites in Croatia one day into a cease-fire	4:20
AROUND THE WORLD	3	Israel celebrates its 47th independence day.	:30
EDITOR'S DESK	4	CNN NEWSROOM updates viewers on stories of the Oklahoma City bombing, U.S./Cuba relations and an embargo against Iran.	4:05
FYI	5	Archery: The sport of shooting the bow and arrow. About 40% of U.S. archers are female.	:20
OUR WORLD	6	This teen's goals are on target for the Olympics.	3:35
LOOK AHEAD	7	NEXT WEEK: JACOB LAWRENCE	:20
CLOSE	8		1:00

EDITOR'S NOTE: TODAY'S NEWS TERMS

Croatia Pakrac cessation of hostilities Krajina Slavonia
Zagreb Olympic competitive coordination bull's-eye

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TOP STORY: WAR IN CROATIA

1. Where is Slavonia? Why has violence erupted there? What is the U.N. Security Council proposing to ease tensions in Croatia? Do you think these measures will work? Explain.
2. Have students work in groups to find out what ethnic groups are fighting in this region of the world and why. Have student groups share their information. Challenge students to discuss and speculate as to the failure of international peacekeeping measures in this region to date.

EDITOR'S DESK: OKLAHOMA CITY BOMBING UPDATE, CUBA/U.S., IRAN/U.S.

3. Distribute the NEWSQUIZ (pg 4). Instruct students to read the list of clues from each news story and create a suitable headline that one might see for that story. Answers will vary. After reviewing student responses, challenge each student to write a brief news story about one of the headlines. Assist students in arranging their headlines/stories on bulletin boards to resemble a giant "newspaper."

OUR WORLD: ON TARGET FOR THE OLYMPICS

4. What role has Cherie Jones's family played in her success? Ask: Do your parents have similar "dreams" for you? Discuss the positives/negatives of high parental expectations. What effect would lack of interest/support have on a young person? What problems could result from excessive concern with success?
5. Sports, like fashion, go in and out of vogue. Have groups choose one Olympic event and research its appeal/popularity. Encourage groups to choose a lesser-known sport and find out when it became a medal event, what the sport entails and the skills it requires. Groups should indicate countries where the sport enjoys its greatest popularity and identify some of its most celebrated athletes. Have groups share their information and show pictures and/or demonstrations of the sport.

MEDIA LITERACY: IDENTIFYING KINDS OF NEWS STORIES

6. Distribute the HANDOUT (pg 3). Have groups
   a. search the media for straight news stories, features and editorials that stem from the same news event;
   b. list the titles/sources for each story, indicate what kind it is and explain how they are able to identify its type;
   c. choose a straight news story and explain the "spin offs" they might write based on the same event. What personal stories/issues lie behind the event?

   Have groups share their examples. Discuss the differences students observed among the three kinds of stories.

EXTENSION: Challenge groups to cover a local/school event, research the facts to write a straight news story, then write either a human interest feature or an editorial based on the event. "Publish" these in a class newspaper.

STUDENT HANDOUT: KINDS OF NEWS STORIES

DIRECTIONS: Although some "crossing over" occurs, news stories have always been divided into 3 main categories. Read the definition of each kind and apply that knowledge to the activities that follow.

STRAIGHT NEWS covers events that just happened or are happening. Emphasis is on facts and on answering the "5 Ws and an H" (Who? What? Where? When? Why? and How?) of an event. The straight news writer presents the story objectively, without opinions or feelings.

FEATURE STORIES, although current, do not have to be as "new" as straight news. Features focus on people, places and things, rather than on recent events. They try to entertain and interest, as well as inform. A common feature, the "human interest" story, appeals to viewers' curiosity, interest and emotions about other people.

EDITORIALS, unlike other news stories, are subjective. The writer gives opinions about events and trends in the news. The purpose of an editorial is to make judgments, then persuade the audience to think or act a certain way in response to an issue or news event.

DIRECTIONS: Part I. Choose one recent news event. Search the media for a straight news story, a human interest feature and an editorial all dealing with the same event. Fill in the table below:

EVENT_____

STORY NAME/SOURCE	KIND OF NEWS STORY/HOW YOU IDENTIFIED IT

Part II. Choose a straight news story and decide how you would write a human interest and/or editorial about it. What personal story or issue would you choose as your "angle"?

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**  * ****** **       ** ***** ***** *   *  * ******   05/05/95 (4)
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*   ** *       *  * * *  *      * * * * *   *  *    *     CREATE-A-
*    * ******   **   **   ***** ***** *****  * ******   HEADLINE
                                      *
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DIRECTIONS: Create an appropriate "headline" to introduce a story from this week's CNN NEWSROOM, using each list of clues. You do not have to use all the clues in your "headline."

1. U.S. President Clinton, Iran, policy

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2. world conflict, "Strategic Survey," global trends

---

3. heart, new procedure, transplant

---

4. Oklahoma City bombing, suspect, search

---

5. Cuba, refugees, U.S. policy

---

6. tea, Ceylon, market

---

7. Croatia, violence, Serbs

---

8. Olympics, security, hi-tech

---

9. Algeria, Islam, war

Select one of your headlines and write the news story for it. Arrange your headline and story on a bulletin board along with others, as a giant "newspaper" of the week's events.

Monday, May 8, 1995

ANCHOR DESK

How do you travel across the Atlantic and back in time 50 years without leaving your seat? Journey to Berlin May 10-12 with Turner Adventure Learning. We'll be celebrating the end of WWII with V-E Day. Call 1-800-344-6219 to register.

DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:45
TOP STORY	2	Europe marks the Allied victory in WWII, 50 years later.	4:00
HEADLINES	3	U.S. PRES. CLINTON IN RUSSIA...ELECTIONS IN FRANCE...SEARCH FOR BOMBING VICTIMS OVER... SHABAZZ MEETS FARRAKHAN...	1:30
ARTS IN ACTION	4	Artist Jacob Lawrence re-creates the images of African-American migration in the U.S.	3:45
LOOK AHEAD	5	THIS WEEK: STUDENT DEBATE	:40
FUTURE DESK	6	Broadcasters use modern technology to bring a "new reality" to the screen.	2:50
CLOSE	7		1:30

EDITOR'S NOTE: TODAY'S NEWS TERMS

V-E Day, Adolf Hitler, Nazi Party, Fascist, Benito Mussolini, imperialist, Anzio, Normandy Beach, foe, Queen Elizabeth, reconciliation, monarchy, intolerance, commemoration, Berlin, Jacob Lawrence, narrative art, "Migration", boll weevil, utopia

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TOP STORY: REMEMBERING V-E DAY

1. What was V-E Day? Discuss its political/historical importance, as well as its emotional significance, for the people who lived it. Name some of the commemorative events held yesterday.
2. Provide students with copies of the HANDOUT (pg 4) and ask volunteers read aloud the V-E Day events scheduled for this week. Ask students to watch coverage of at least one televised ceremony or other commemorative program and take notes on the events. They should jot down participants' names, speeches, actions, gestures and other details. Challenge students to write news copy on the events they "covered," describing the mood of the event and themes/ideas emphasized by the speakers. Share the news stories.
3. Have groups research one country's role in WWII in order to create a memorial or commemorative work appropriate to that country's wartime experiences. Allow groups to choose their own media for their memorials (e.g., plaque/sculpture, poetry, museum exhibit, song) which should be tailored to the country selected. Works should refer either directly or symbolically to the role the country played and/or the war's effect on its citizens. In a commemoration ceremony, have groups "unveil" and explain their memorials.
4. France is ushering in a new political era this week, as well as joining other Western Allies in observing the 50th Anniversary of V-E Day. Have students work in groups to find out as much as they can about recently-held French elections and share their findings. Then have each group choose one decade since the Allied liberation of France and report on the political leaders, parties and movements that shaped that decade. Assist students in combining information from all reports into a classroom reference book entitled "A Political History of Modern France."

ARTS IN ACTION: JACOB LAWRENCE

5. What was the "Great Migration"? Ask groups to interpret paintings shown in the video, replaying/pausing the tape as needed. Consider the scene the painting depicts and why, the experiences/emotions it suggests, and the use of line, color and composition. Discuss these interpretations. Ask: What do Jacob Lawrence's paintings tell us about the Great Migration and the Depression era?
6. Mr. Lawrence's paintings form a "series" on the migration. Challenge groups to design their own painting/photo series based on an event in their country's/region's history. Allow groups a limited number of "frames" and ask them to select the images they would choose to communicate best that time/event in history to a viewer. Have groups share their "frames" and explain their choice of images to the class.

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DESK: N.A.B. "NEW REALITY"

1. BEFORE VIEWING: Can you think of any examples of "special effects" that you have seen on television or in movies? Describe what you saw and how you think the effects were made.

2. AFTER VIEWING: What is "blue screen technology"? Explain how people at the National Broadcasters Convention are using this technology to create a "virtual set." How is modern technology making animation more efficient? Other than children's programming, what are some current uses for this method?

3. Modern virtual technology has been used to combine unlikely "partners" in movies, music videos and T.V. programs. Ask students: If you could use these new methods to create a movie, music video or program of your own, who would you put together and what setting would you use? Challenge them to come up with such an entertainment idea and write or draw what they envision. Share ideas in class.

4. According to one of the graphic engineers in the video, soon the possibility will exist for graphics personnel to create virtual characters that could completely fool viewers and make them believe the characters are real people. Generate a class discussion about the potential pitfalls of broadcasting certain programs with virtual images that might be mistaken for real people. Working in small groups, have students decide whether there should be limitations on this broadcast technology and state the rationale for their decisions.

5. Have each student group research one current application for virtual reality or blue screen technology and report findings to the class. When all reports are finished, have each student write a brief essay outlining positives and negatives of that application and suggesting a future use of that technology.

6. Arrange for a class trip to a local T.V. station that uses blue screen technology and/or computer-enhanced visuals in its broadcasts. Students should ask questions about the benefits and limitations of these methods. How are they used in different kinds of news, such as in weather forecasting? What future uses do engineers envision?

----------EDITOR'S DESK: TODAY'S NEWS TERMS----------

virtual reality blue screen technology motion capture animation

50TH ANNIVERSARY OF V-E DAY:
STUDENT RESOURCE: COMMEMORATIVE EVENTS

In addition to the peace services at St. Paul's Cathedral and a ceremony in London's Hyde Park, V-E Day was remembered Sunday in Reims, France, where the German surrender was signed. Ceremonies in Germany included a mourning service in the city of Munich. Below is a partial listing of upcoming commemorative events marking the 50th anniversary of the Allied victory in Europe:

MONDAY: Today has been declared a national holiday in France. Pres. Francois Mitterand leads a review and wreath-laying ceremony in Paris. World leaders and dignitaries will attend the ceremony and a luncheon at the Elysee Palace.

An "Act of State" at the Schauspielhaus concert hall in Berlin will mark Germany's liberation from the Nazis and focus on the reconciliation process of the last 5 decades.

London will celebrate with a public concert and WWII aircraft aerial display during the day. A V-E Night party in Hyde Park will feature a concert and fireworks. Queen Elizabeth will light the first of over 1,000 beacons throughout Britain, symbolizing the joy the end of the war brought to the British people.

In Washington, D.C., Pres. Clinton will attend an early wreath-laying ceremony at the Tomb of the Unknowns in Arlington National Cemetery before speaking at a national commemoration at Fort Meyer, VA. The U.S. Holocaust Memorial Museum will also host a remembrance ceremony in the morning. In the afternoon, veterans of the French Second Armored Division will place a wreath at the Tomb of the Unknowns to honor the U.S. servicemen with whom they served.

TUESDAY: Moscow will be the center of commemorative events as U.S. Pres. Clinton, German Chancellor Kohl, French Pres. Mitterand, British Prime Minister Major and 50 other world leaders join Boris Yeltsin at a parade of veterans in Red Square. Dedication of a new war monument in Victory Park will follow the parade. Pres. Yeltsin will host a reception and dinner Tuesday evening at the Kremlin.

****
* CHECK LOCAL LISTINGS FOR COMMEMORATIVE EVENTS IN YOUR AREA *
* AND BE SURE TO FOLLOW CNN's COVERAGE OF V-E DAY CEREMONIES *
* THIS WEEK THROUGHOUT THE U.S. AND EUROPE. *
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----------CNN NEWSROOM: RELIABLE RESOURCE----------

"3 days of ceremonies will recall surrender," THE ATLANTA JOURNAL/ CONSTITUTION, 5/7/95, pg A12.

Tuesday, May 9, 1995

ANCHOR DESK

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* Set off on a multimedia journey across time and space to Berlin, Germany, May 10-12. Turner Adventure Learning is traveling to Europe to celebrate the end of WWII with V-E Day. Call 1-800-344-6219 to participate in this international event. *

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DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:45
TOP STORY	2	U.S. Pres. Clinton arrives in Moscow where a potentially problematic U.S./Russia summit is set to begin tomorrow.	2:40
HEADLINES	3	U.S. EMBARGO OF IRAN BEGINS IN 30 DAYS... U.N. RULES OUT AIR STRIKES ON BOSNIAN SERBS...	:45
INTERNAT'L DESK	4	Fifty years later, Germans still recall the war...and bear the burdens of history.	4:20
NEWSQUOTE	5	"The aim of forensic oratory is to teach, to delight, to move." --Cicero	:20
OUR WORLD	6	High school debate teams argue about the news media in the Chemical Bank finals.	5:30
CLOSE	7		:40

EDITOR'S NOTE: TODAY'S NEWS TERMS

Chechnya — Boris Yeltsin — uranium — "weapons capability" — NATO

debate — Lincoln-Douglas debates — affirmative — negative

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TOP STORY: CLINTON/YELTSIN MEETING

1. Why is U.S. President Clinton in Russia today? According to the video, how might this meeting become "Mission Impossible" for the U.S.?
2. What topics could complicate this effort at diplomacy between Presidents Clinton and Yeltsin? How might each leader view these issues?
   a. Distribute the HANDOUT (pg 4) to student groups and ask each group to read the topics/issues on the chart and research to learn more about both leaders' views on them.
   b. Instruct groups to note what they believe to be each leader's opinions on each issue in the appropriate spaces.
   c. Have groups share their responses.
   d. Challenge groups to use what they have learned to script and perform role-plays between students acting as Presidents Clinton and Yeltsin.
   e. Follow up by having students predict the outcome of the actual meeting.
3. Divide students into groups to gather information about the Russian military presence in Chechnya and the differing opinions, within and outside Russia, on that presence. Share findings. Challenge each group to create an editorial cartoon that illustrates one or more domestic or international perspectives on the war in Chechnya and provide the class with copies of their cartoons. Direct students to select one cartoon and write a brief essay interpreting its meaning.

OUR WORLD: STUDENT DEBATES

4. What was the topic of the high school debate finals sponsored by Chemical Bank? How was it determined who would argue which side? How did each team prepare once it knew what side it would represent?
5. Explain what the "affirmative" and "negative" sides represent in a formal debate. Are personal opinions included in formal debate discourse? Explain. Why do you think this is so?
6. Select several debate topics, have each student group choose one and direct them to conduct research to support both the affirmative and negative sides of their chosen topics. Give each group a specified time period to argue the affirmative, then the negative, side of its issue. Which side was more difficult for each group? Why? What can one learn from debating both sides of an issue? Discuss.
7. Generate a class discussion about modern political debates. Ask students if they have ever seen a debate between candidates, either on television or in person. If so, what impressed them about any one of the candidates? What similarities can one note between candidate debates and the debate seen in the video? Discuss the factors that determine the "winner" in any debate.

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***** * ** * ***** DESK: GERMANY'S GHOSTS

1. BEFORE VIEWING: What do students think of when they hear the term "Nazi Germany"? Brainstorm words, images and ideas.

2. AFTER VIEWING: How are German people remembering and "soul-searching" about Germany's activities under Nazi rule and its role in WWII? What effect does remembering have on people?

3. Much of the V-E Day coverage of Germany uses terms like "ghosts," "burdens" and "horrors." Have groups identify and explore one of Germany's WWII "ghosts," one action or situation for which the German people and nation feel a sense of responsibility. Groups should describe the action/situation and its scope and effects. Who was affected and how? Share these "ghosts" in a class discussion.

EXTENSION: Have groups collect quotes by German leaders and citizens on Germany's WWII "past." Use these to evaluate modern Germans' efforts to accept the "burden of history."

4. What conditions in Germany assisted Adolf Hitler's rise to power? Have students work in groups to research the Treaty of Versailles, the treaty that ended WWI. What impact did treaty provisions have on the German economy and on its social and political climate in the 1920s and 1930s? How, in turn, did these help pave the way for the National Socialist (Nazi) Party and Hitler's rise to power? As groups present their research, have the class try to extract some "lessons" from groups' research into Hitler's ascendancy. Could the international community prevent the rise of another "Hitler"? Explain.

5. The configuration of alliances and enmity in Europe has changed considerably in 50 years. Have groups choose two countries that participated in WWII (e.g., U.S. and Russia, Germany and France, East and West Germany) and trace their history of estrangement and reconciliation from the war to the present. Groups should create timelines showing significant moments of accord and/or conflict between the countries. Have groups present and explain their timelines. What are key points of agreement and/or tension between the two nations today?

EXTENSION: Using the data on the timelines, have groups color-code maps depicting shifting alliances, relationships and boundaries between nations since WWII. Keep these as class references.

----------EDITOR'S NOTES: TODAY'S NEWS TERMS----------
Jewish survivor fascism concentration camps Nazi soul-search

May 9, 1995 (4)

STUDENT HANDOUT: CLINTON/YELTSIN MEETING

DIRECTIONS: U.S. President Bill Clinton arrives in Moscow today for a meeting with Russian President Boris Yeltsin and 3 topics will be uppermost in the minds of both leaders. Consult your resources to learn more about each side's perspectives on the 3 topics/issues in the left-hand column. In the appropriate spaces, briefly state each leader's views on that issue.

TOPIC/ISSUE	MR. CLINTON'S VIEW	MR. YELTSIN'S VIEW
RUSSIA'S SALE OF NUCLEAR REACTORS TO IRAN		
THE WAR IN CHECHNYA		
EXPANSION OF NATO		

Present to the class each of the points you have noted and discuss why each leader believes as he does in each case.

Use what you have written to help you write a script for a role-play between 2 students acting as Presidents Clinton and Yeltsin. After your group has performed its simulation, predict the outcome of the actual meeting.

Wednesday, May 10, 1995

ANCHOR DESK

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* Electronic Field Trips are the latest way to connect your student*
* to the world and Turner Adventure Learning makes it easy! Come *
* with us next month for a multimedia journey to Berlin to *
* commemorate V-E Day May 10 - 12. Call 1-800-344-6219 today. *
****

DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:45
TOP STORY	2	U.S./Russian summit may not have been a politically "good idea" for Pres. Clinton.	3:50
HEADLINES	3	QUARANTINE RESULTS AFTER MYSTERY OUTBREAK IN REGION IN ZAIRE...CUBAN REFUGEES RETURNED... STRING OF TORNADOES CUT ACROSS ILLINOIS.	1:00
QUIZ	4	How many Americans can trace their ancestry back to Africa?	:30
BUSINESS DESK	5	Senegal hosts 3rd annual African-American summit to foster economic ties between African-Americans and African nations.	3:15
AROUND THE WORLD	6	Father-son team travel from Alaska to Chile and son chronicles the trip for classmates.	:45
MAYAQUEST	7	(Part 13) Traditional and modern ways coincide in Central America.	3:25
CHECK IT OUT!	8	"Blue Period" Picasso sold for $29 million; golf club is made from some unusual material!	:30
CLOSE	9		1:00

EDITOR'S NOTE: TODAY'S NEWS TERMS

Boris Yeltsin nuclear reactors quarantine Ebola virus Copan

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TOP STORY: CLINTON/YELTSIN SUMMIT

1. What is a summit? Why do international leaders convene these meetings? Why do some observers think that U.S. Pres. Clinton should not be meeting with Russian Pres. Yeltsin at this time? Do you agree with them? Explain.
2. According to the video, what are the "sensitive issues" facing these two leaders at this summit? Explain how each issue puts a strain on U.S./Russian relations.
3. Have small groups research major points of U.S./Russian relations since the end of the Cold War, then discuss their findings in class. Upon what points/issues have both sides agreed in the recent past? What issues have caused the once "Cold War" to resemble a "Cold Peace"? Challenge students to (a) speculate about the issues that will most likely cause continued tension between the two sides and (b) analyze issues upon which both nations could reach an agreement.
4. Why does Russia want economic aid from the West? Have groups research and present information about Russian attempts at sustaining free market reforms and securing western financial aid towards that end. Discuss: How does the sale of nuclear reactors to Iran fit into this scenario? How might Russia's desire to finance its attempt at a western-style economy cause friction with the West?
5. According to the video, White House aides have been "lowering expectations" about this summit's outcome. How do you think they are conveying this message? Have each student group write and share a press release/statement that the aides might issue for that purpose. Is this is good political strategy? Why? Why not?

HEADLINES: ZAIRE OUTBREAK

6. What is a "quarantine"? Have students name incidences where a quarantine is warranted. Ask: Under what circumstances did the Ebola virus first gain attention? Challenge interested students to research the relationship between Ebola and AIDS.

MAYAQUEST 13: PAST MEETS PRESENT IN CENTRAL AMERICA

7. What did the MayaQuest team learn about sports in the Mayan site of Copan? According to Copan's chief archaeologist, what is responsible for the decline of the Mayan civilization?
8. How are Ronaldo Lec's farming methods a throwback to his Mayan roots? What evidence is there of discord among modern Mayan families? Do you think it is important for cultures like the Maya to preserve the "old ways"? State your rationale.
9. Direct students to ask older family members about traditions or "old ways" that are/were once part of the family's daily life, and relate these stories to the class. Did the tradition survive? Why/Why not? Ask: What aspects of Mayan culture do you think will survive indefinitely? State your rationale.

AFRICAN-AMERICAN SUMMIT

1. BEFORE VIEWING: Lead a discussion of the kinds of ties ethnic groups in the United States traditionally have had with their countries of origin. Have students give specific examples.

2. AFTER VIEWING: What unusual characteristics are inherent in the potential economic coalition between African-Americans and African nations?

3. List on the board the kinds of professionals who are mentioned in the video as having an interest in African nations. Based on this list, brainstorm the kinds of economic niches African-Americans have identified. Have students define "economic development" then give examples in the local, national and international economy.

4. Challenge groups to research other continent-wide and regional initiatives in the development of economic unity among African nations (e.g., OAU, ECOWAS, SADCC). Create color-coded maps, with keys, illustrating member states and products involved.

5. Review the intent and scope of the Marshall Plan and discuss how it was implemented in post-WWII Europe. Then challenge student groups to research the implementation of the Plan in 1950s Africa to answer the following questions:
   a. What sectors of the economies of African nations were targeted?
   b. What segments of the populations were the ultimate beneficiaries?

   Engage the class in a discussion of the current state of the economies of African nations based on their findings.

6. Distribute the HANDOUT (pg 4) to groups of students.
   a. Have each group use its resources to cite specific examples of "exports" the African and industrialized nations could offer in order to secure Africa's place in the modern world economy. Whenever possible, have groups cite the specific countries in each region that can provide each "export."
   b. Exchange ideas, then challenge each group to use what it has learned to create an outline for a "Marshall Plan" to bring Africa into the 21st Century global marketplace.

----------EDITOR'S NOTES: TODAY'S NEWS TERMS----------

coalition Ron Brown lobby debt burden Marshall Plan

STUDENT HANDOUT: A "MARSHALL PLAN" FOR AFRICA'S ECONOMIC RECOVERY

DIRECTIONS: How can industrialized nations help African nations to join their place in the modern global economy? How can African nations contribute to the ever-growing global marketplace? Each chart below lists categories in which each region can make contributions. Use resources to list as many specific examples and their nations of origin as you can in each category.

AFRICAN NATIONS CAN EXPORT:

CATEGORY	SPECIFIC EXAMPLES/NATIONS OF ORIGIN
MINERALS	
FOOD	
MANUFACTURED GOODS	

INDUSTRIALIZED NATIONS CAN PROVIDE:

CATEGORY	SPECIFIC EXAMPLES/NATIONS OF ORIGIN
TECHNOLOGY	
INVESTMENT	
EDUCATION	

Share your ideas. Use them to help you draft an outline for a "Marshall Plan" for African economic recovery. Describe how the African and industrialized nations could work together to bring Africa into the world economic marketplace in the 21st Century.

Thursday, May 11, 1995

ANCHOR DESK

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* Set off on a multimedia journey across time and space to Berlin, Germany, May 10-12. Turner Adventure Learning is traveling to Europe to celebrate the end of WWII with V-E Day. Call 1-800-344-6219 to participate in this international event. *

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DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:45
TOP STORY	2	Terry Nichols, held as a material witness, is now charged in the Oklahoma City bombing.	3:15
HEADLINES	3	TESTS SUGGEST EBOLA VIRUS MAY BE THE CAUSE OF ZAIRE OUTBREAK...WORLD LEADERS ARE POISED TO RENEW NUCLEAR NON-PROLIFERATION TREATY...	1:00
CLINTON-YELTSIN	4	Despite compromises, disagreement persists between the presidents of U.S. and Russia.	2:30
GLOBE UPDATE	5	The first "Global Learning and Observation to Benefit the Environment" data is now in.	:45
SCIENCE DESK	6	Baiting systems are more environmentally friendly...and termites love them, too.	2:30
OUR WORLD	7	Study says U.S. kids feel scared, but loved.	:45
OUR WORLD	8	A "computer baby" helps teens think twice.	2:30
CLOSE	9		1:00

EDITOR'S NOTE: TODAY'S NEWS TERMS

Terry Lynn Nichols malicious damage gas centrifuge "face saver"
NATO Chechnya parenting program responsibility

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TOP STORY: OKLAHOMA CITY BOMBING AFTERMATH

1. How has Terry Nichols' status changed regarding the Oklahoma City bombing investigation? Why has the FBI questioned his 12-year old son? What kinds of questions do you think federal authorities have asked him?

CLINTON/YELTSIN SUMMIT

2. How did this latest U.S./Russian summit put both leaders in a political dilemma? What was the initial atmosphere at this meeting? What does it mean when reports say that both presidents "ended up agreeing to disagree"?
3. Working in small groups, have students research the issues on the agenda at this summit and any decisions reached on each. Challenge each group to present a panel discussion/debate in the style of CNN's CROSSFIRE or CAPITAL GANG that addresses this question: Was the Moscow Summit a political success or a political failure for President Clinton?
4. Generate a class discussion about the kinds of activities/talks that occur at meetings of heads of state. Are these activities purely "ceremonial"? Divide students into groups and have each group search recent media resources for examples of both symbolic and substantive activity at the Moscow summit and share their findings. Why do heads of state engage in activities such as "wreath-laying" and state dinners? Is there a diplomatic purpose to these ceremonies? Discuss.

OUR WORLD: BABY REALITY

5. How do the "babies" for the parenting class shown in the video work? What is the purpose of the class? How have some students reacted to the prospect of parenthood after taking this class? Do you think this course is a good idea? Explain.
6. What are the financial obligations involved in parenting? Distribute the HANDOUT (pg 4) to groups of students. Have each group consult experienced parents to create a list of items for each category of infant care given. Then have groups itemize the costs in each category (for one week of care) and total the costs of all categories. Have groups share their items and costs, including the grand total. Were students surprised at the costs involved in caring for an infant? Generate a class discussion about the additional financial obligations of a parent as a child grows up.
7. Have students interview parents to learn what they consider to be the greatest challenges of childrearing. Divide students into groups and have group members pool their findings to create a series of "What Would YOU Do" questions on parenting. For example, a group might write "It's 1:00 a.m. and your baby won't stop crying in spite of your best efforts. What would you do?" Have each group pose its questions to the rest of the class. Use the questions to generate discussion and make students aware of situations every parent faces.

DESK: TRAPPING TERMITES

1. BEFORE VIEWING: What insects or other pests cause the greatest problems to people and property in your region? How do people eliminate or cope with these pests?

2. AFTER VIEWING: Explain the baiting method of termite control presented in today's SCIENCE DESK. How does it work and what are its advantages over traditional pesticides?

3. How and why do termites pose a threat to homes? Have groups research the life cycle of the termite species, like Reticulitermes flavipes, that infest dwellings. Groups should include the termite "caste system," reproductive behaviors and the importance of wood fiber to the termites' survival. What characteristics of termites make them destructive and difficult to detect or destroy once established in a home? Encourage groups to obtain/create drawings/graphics of termites, their behavior and their effect on buildings. Have groups share their information with the class.

EXTENSION: Post the graphics, along with captions/explanations from the groups' research, on a "Termite Facts" board display.

4. Challenge groups to investigate methods of pest management, including organic pesticides, chemical pesticides and biological control. Groups should research the origins of each method and specific examples of its application. How successful is each method? Under what circumstances does it work best? Groups should identify also any drawbacks associated with each method (e.g., environmental degradation, pest resistance). Use the data to compile charts listing each method, examples, applications, advantages and disadvantages. Groups should share and explain their charts.

5. Termite "digestion" of cellulose (wood fiber) is based on symbiosis between termites and intestinal protozoa. Have groups search for other examples of symbiotic relationships in the animal world. For each pair of species, groups should explain the nature of the relationship and decide whether it is best described as mutualism (beneficial to both), commensalism (beneficial to one, harmless to the other) or parasitism (harmful to one). Groups should diagram one pair's relationship and explain in more detail to the class.

----------EDITOR'S DESK: TODAY'S NEWS TERMS----------

entomologist cellulose environmental concerns baiting strategy

STUDENT HANDOUT: PARENTHOOD 101

DIRECTIONS: Whether you're ready or not, parenthood at any age brings with it a set of heavy responsibilities and obligations. Get an idea of the kinds of financial costs that are involved in parenting a new baby by completing this exercise. For each category below, list any items that apply and conduct research to determine the category's total cost (for one week.) Then total up all categories.

CATEGORY	ITEM(S) INCLUDED	COST OF CATEGORY
FEEDING THE BABY (FOR ONE WEEK)		
CLOTHING AND DIAPERS		
CLEANING THE BABY		
MEDICAL CARE		
CHILD CARE (FOR ONE WEEK FOR STUDENTS/ WORKING PARENTS)		
BABY FURNITURE & MISCELLANEOUS ITEMS		

APPROXIMATE TOTAL FOR ONE WEEK: $_____

Share your findings. Discuss other financial obligations a parent faces as the child grows up.

Friday, May 12, 1995

ANCHOR DESK

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* All aboard for the ride of the school term! Turner Adventure Learning is going to Berlin May 10-12 to celebrate V-E Day. Participants will interact with WWII experts from around the world. Call 1-800-344-6219 to register. *

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DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:45
TOP STORY	2	The CDC has confirmed that the Ebola virus is the cause of an epidemic in Zaire.	3:10
AROUND THE WORLD	3	MUDDY MESS IN LOUISIANA...RUSSIANS RENEW CHECHNYA WAR...CLINTON VISITS THE UKRAINE...	1:00
EDITOR'S DESK	4	CNN NEWSROOM presents updates on the U.S/ Russia summit, V-E Day and Oklahoma bombing.	4:20
FYI	5	The American Psychological Association's hotline for kids and parents to talk about the Oklahoma bombing: 1-800-482-7076	:30
DISASTER REPORT	6	The Red Cross says the workload for its rescue workers is increasing.	2:10
LOOK AHEAD	7	NEXT WEEK: MAKING WAVES	:30
OUR WORLD	8	Michigan students are "thinning" the ranks.	2:35
CLOSE	9		1:00

EDITOR'S NOTE: TODAY'S NEWS TERMS

Ebola virus CDC Kikwit Red Cross humanitarian obese aerobics

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TOP STORY: EBOLA OUTBREAK IN ZAIRE

1. What is the Ebola virus? Why does it concern health officials?
2. Have groups (a) search media and other resources to find out what is known about the Ebola virus and how it spreads then (b) develop a "containment strategy" for slowing the disease's spread and minimizing the misinformation that can often lead to panic. Ask: What can individuals do to avoid contracting the virus? Develop public service campaigns to disseminate the facts about Ebola to Zaire's public and share the plans and public service announcements in class.

EDITOR'S DESK/NEWSQUIZ

3. Divide the class into groups. Give each group a copy of the NEWSQUIZ (pg 4), challenging them to supply the missing vowels to the list of terms featured on this week's CNN NEWSROOM. Briefly, they should identify the person, place or thing/event and explain why that term is "in the news." ANSWERS: 1) Boris Yeltsin; 2) Terry Nichols; 3) Francois Mitterand; 4) Ron Brown; 5) Chechnya; 6) Iran; 7) Oklahoma City; 8) Zaire; 9) V-E Day; 10) U.S.-Russia Summit; 11) Ebola virus; and, 12) expansion of NATO. Explanations will vary.

EXTENSION: Have each student select one of the terms and write a news update giving the latest information on that subject.

WORLD DISASTER REPORT

4. Describe the disasters and crises most prevalent today. How do they differ from past emergencies? Discuss the impact this has on humanitarian agencies like the Red Cross.
5. Have groups research one crisis of the kind described in the video, identifying the immediate concerns needing attention, as well as some of the long-standing problems of that region. Does a connection exist between the long-term problems and the current crisis? Explain. Ask groups: If you had aid money to administer, which problems would you try to address and why?

OUR WORLD: KIDS AND FITNESS

6. List the main areas of fitness cited in the video. Have groups
   a. research one area (e.g., cardiovascular, flexibility, muscle strength) to discover what it is, why it is important and how a person can attain it, then
   b. write "fitness fact sheets" to publish through the health office.

MEDIA LITERACY: PERSPECTIVES ON V-E DAY

7. Distribute the HANDOUT (pg 3). Have students read and briefly explain and share, in their own words, each of the quotes presented on the 50th Anniversary of V-E Day. In a class discussion, challenge students to identify the central theme or aspect of the war that is the focus of each quote (1-learning from history; 2-freedom and sacrifice; 3-the evil of the Holocaust; 4-press coverage of war.) Direct each student to choose one of these themes/aspects and write an essay that offers his/her generation's perspectives on it.

MEDIA LITERACY: PERSPECTIVES ON V-E DAY

DIRECTIONS: Each quote below was made in reference to the 50th Anniversary of V-E Day. Explain what each speaker is saying.

SOURCE: ATLANTA JOURNAL-CONSTITUTION 7 May 1995

"From their death (American war dead), we have learned enduring lessons. If we don't heed them now, the next century could bring us a greater barbarism than the world has ever known." ---U.S. Vice President Al Gore. pA13

"It's terribly important this war is remembered, not to be glorified but to remember the price of freedom."---Edgar Read, a former Royal Marine, now 71 years old. pA13

"That scene will always stay with me. My thoughts were 'How could people do that to each other?'" ---retired Gen. George Duncan, U.S. Army, upon touring a recently liberated concentration camp at the end of WWII. pA12

SOURCE: REUTERS NEWS SERVICE AOL 7 MAY 1995

"It's very difficult to compare satellite dishes bringing Bosnia live into our living rooms with our experience of war."---John Lane, who was working for BBC Radio in May 1945 when Germany surrendered.

Share your explanations. Each of these quotes centers around a particular theme or aspect of the war. Can you identify each? Choose one aspect and write an essay that focuses on your generation's perspective of that aspect of WWII.

05/12/95 (4)

ADD-A-VOWEL

DIRECTIONS: Below is a list of people, places and things featured in this week's CNN NEWSROOM. These terms have somehow "misplaced" their vowels. Fill in these missing letters and briefly explain why that person, place or thing has been "in the news" this week.

PEOPLE IN THE NEWS: IDENTIFY/EXPLAIN

1) B ___ R ___ S Y ___ L T S ___ N

2) T ___ R R Y N ___ C H ___ L S

3) F R ___ N C ___ ___ S
M ___ T T ___ R ___ N D

4) R ___ N B R ___ W N

PLACES IN THE NEWS:

5) C H ___ C H N Y ___

6) ___ R ___ N

7) ___ K L ___ H ___ M ___ C ___ T Y

8) Z ___ ___ R ___

THINGS AND EVENTS IN THE NEWS:

9) V - ___ D ___ Y

10) ___. S. - R ___ S S ___ ___
S ___ M M ___ T

11) ___ B ___ L ___ V ___ R ___ S

12) ___ X P ___ N S ___ ___ N
___ F N ___ T ___

Monday, May 15, 1995

ANCHOR DESK

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DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:45
TOP STORY	2	Misery spreads in Zaire as health officials struggle to contain a killer virus.	3:45
HEADLINES	3	FOUR ARRESTED IN JAPANESE SUBWAY ATTACK... ARGENTINE PRESIDENT RE-ELECTED...EVERS-WILLIAMS NEW HEAD OF NAACP...	1:00
FUTURE DESK	4	Are electric cars the environmental answer to transportation needs of the future?	3:00
NEWSQUOTE	5	"You talk about America being a place of dreams, I think the Navy is a place where you realize your own personal dreams." ---Rear Adm. Marsha Evans, U.S. Navy	:30
MAKING WAVES	6	(Part 1) Women have "come a long way" in the U.S. Navy since first serving on ships.	4:10
SPORTSPAGE	7	New Zealand wins the America's Cup.	:40
CLOSE	8		1:10

EDITOR'S NOTE: TODAY'S NEWS TERMS

hemorrhagic fever WHO CDC emission lead-acid battery
Carnegie-Mellon University clerical Naval Academy Navy Seals

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ANCHOR DESK May 15, 1995 (2)

TOP STORY: EBOLA OUTBREAK

1. Who was the first known victim of the recent Ebola virus outbreak in Zaire? How did the virus spread to others in Kikwit? What measures are hospital authorities taking now to isolate the virus?
2. How are human diseases classified? How does hemorrhagic fever compare to other diseases?
   a. Distribute the HANDOUT (pg 4) to groups of students.
   b. Read the DIRECTIONS together to clarify the different categories of human diseases.
   c. Direct each group to research and list the causes and symptoms of 2 different diseases in each category.
   d. Have groups share their findings.
   e. Generate a class discussion about the hemorrhagic fever caused by the Ebola virus. How is the disease spread?

   Ask students to (a) speculate as to the likelihood of an outbreak of hemorrhagic fever in their community, then (b) discuss more likely threats to their health and what they can do to prevent these threats.

FUTURE DESK: ELECTRIC CARS

3. According to scientists at Carnegie-Mellon University, what is the environmental impact of lead-acid battery-powered cars? Compare this impact to that of gasoline-powered vehicles. How are electric car manufacturers responding to these concerns?
4. Distribute copies of the HANDOUT (pg 3). Have groups research one new/experimental vehicle or transportation system (e.g., electric/solar cars, light rail, high occupancy vehicle lanes) in order to assess its future viability. Consider the method's main cost areas, environmental impact and convenience. What are the main advantages/disadvantages to this transportation method? Have groups record their results on the HANDOUT and present them to the class.

EXTENSION: Which one of these systems/vehicles would work best in your town or region's future? Have each student choose the method he/she thinks would most benefit the community and write a brief explanation of how and why it should be implemented.

MAKING WAVES: PART I: HISTORY

5. When did the first women begin serving in the U.S. Navy? Under what conditions did they serve? How are women now permitted to serve in the Navy?
6. According to the video, women have come a long way since they first served aboard ships, but they are still "off limits" aboard submarines and cannot be members of the Navy Seals. Should these restrictions be kept in place or removed? Have groups of students research the pros and cons in both cases and conduct a series of debates to address the issue.

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May 15, 1995 (3)

CRUISING IN (FUTURE) STYLE

DIRECTIONS: Research one new/experimental approach to transportation. Use the questions below to guide your inquiry into what that transportation method entails and the advantages and disadvantages associated with it.

DEFINE THE METHOD/CONCEPT AND HOW IT DIFFERS FROM CURRENTLY AVAILABLE SYSTEMS/VEHICLES.	WHAT MAIN AREAS OF COST ARE ASSOCIATED WITH THE METHOD? WHO BEARS THESE COSTS?
WHAT IS THE ENVIRONMENTAL IMPACT OF THIS METHOD? CONSIDER EFFECTS OF MANUFACTURING, RUNNING AND DISPOSING OF THE VEHICLES.	HOW CONVENIENT/RELIABLE IS THIS FORM OF TRANSPORTATION? HOW WOULD IT AFFECT TRAVELERS' LIFESTYLES?

Based on your research, what are the main advantages/disadvantages of this transportation system? What do you think is its long-term viability? To what extent, if any, is it an improvement over present transportation systems and technology?

STUDENT HANDOUT: HUMAN DISEASES

DIRECTIONS: Human diseases can be divided into 2 broad categories: "infectious," or diseases that are transmitted among people by disease-causing microorganisms, and "noninfectious," or diseases not caused by microorganisms. The infectious diseases are categorized by their causes, either "bacterial" or "viral." Find 2 examples of diseases in each category listed below, tell how the disease is contracted or caused and state some of its symptoms.

INFECTIOUS DISEASES TRANSMITTED BY BACTERIA:

NAME OF DISEASE	CAUSES	SYMPTOMS
1.		
2.		

INFECTIOUS DISEASES TRANSMITTED BY VIRUSES:

NAME OF DISEASE	CAUSES	SYMPTOMS
1.		
2.		

NON-INFECTIOUS DISEASES:

NAME OF DISEASE	CAUSES	SYMPTOMS
1.		
2.		

Where does Ebola/hemorrhagic fever "fit" among these categories? Why? Does it present a major threat to your health? If not, what are the major threats to your health? Discuss these threats and measures you can take to prevent them.

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******   ***     ***     *                    Tuesday, May 16, 1995
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DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:40
TOP STORY	2	U.S. President Clinton "takes aim" at the National Rifle Association.	4:00
HEADLINES	3	POLICE RAIDS IN JAPAN RESULT IN THE CAPTURE OF CULT LEADER SHOKO ASAHARA...	:40
INTERNAT'L DESK	4	Tribal violence mars South Africa's first year as a democratic nation.	3:20
DID YOU KNOW?	5	Since 1993, women have been allowed to serve aboard U.S. Navy warships.	:30
MAKING WAVES	6	(Part II of our series) Women serve in varied occupations aboard the USS Nimitz.	5:20
CLOSING	7		:30

---------- EDITOR'S NOTE: TODAY'S NEWS TERMS ----------

NRA	Second Amendment	assault weapons	George Bush
USS Nimitz	combat exclusion	ship's company	"catapult"

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TOP STORY: U.S. PRES. CLINTON AND GUN CONTROL

1. What is the NRA? Summarize its philosophy on gun ownership. Why did former President George Bush resign his NRA membership recently? How is President Clinton using this resignation to underscore his position on gun control?
2. Generate a class discussion about legislative lobbying. What are lobbyists and how do they work? Have each student group conduct research to (a) list as many state and federal lobbying groups as they can, (b) find out what kinds of legislation each promotes/disputes and (c) present its information. Ask: With what lobbying groups do you generally agree/disagree? Should all these groups be permitted to influence the legislative process? Discuss.
3. Pose these two situations to the class:
   a. Pretend that you are a Republican representative to the U.S. Congress. You have been approached by several groups who want to keep the assault weapons ban. However, your campaigns have been greatly helped by NRA contributions.
   b. Pretend you are President of the United States. You are an avid hunter and, as president, have sworn to uphold the U.S. Constitution, including the Second Amendment. However, you strongly favor gun controls, especially the assault weapons ban.

   Have each student choose one of these scenarios and write an essay explaining how he/she would resolve the inconsistencies to get his/her message across to the public.

MAKING WAVES (PART II): ABOARD THE USS NIMITZ

4. List and describe some of the positions women hold on the USS Nimitz. What were some of the adjustments made to the ship--and by the ship's company--to integrate the women? How successful do you think that integration has been?
5. Have students work in groups to research the "combat exclusion" law. When was it instituted and why? Give specific examples of positions barred to women because of the law. What forces helped to repeal the law? How has that changed the role of women in the military? Have groups share their findings. Discuss: Which military actions are still "off limits" to women? Do you think this will change? Explain.
6. Have groups research one branch of their country's armed forces (e.g., army, navy, air force) to explore the career options available. Consider the branch's command structure/ranking system and the education and other requirements for advancement. List and describe the military academies and other training facilities. What are some of the occupational fields in that service? Have groups write brief job descriptions for some of these. Be sure to identify each job as "open" or "closed" to women. Have students compile these into a classroom "career database" resource.

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  *    *   * *    *       *
*****  *    **    *       ***** DESK:  NEW ZULU WARS
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1. BEFORE VIEWING: Locate the nation of South Africa on a map. What historic event took place there a year ago? Why was this such a significant event in South African history?

2. AFTER VIEWING: What political party has control of the Kwazulu Natal province? How has this control created tension in the region? Why is the Inkatha Freedom Party calling on its members to mobilize against the African National Congress's (ANC) proposed constitution?

3. Who is Mangosuthu Buthelezi? How would you characterize his relationship with South African Pres. Nelson Mandela before and since last year's national elections? Working in groups, have students research the political backgrounds and philosophies of each leader and report their findings. Discuss the compromise reached between these leaders and their factions just prior to last year's elections and the likelihood of another compromise between them over the issue of a new national constitution.

4. Working in small groups, have students conduct research to learn more about the Zulu people and their struggle to preserve their identity and autonomy throughout South African history. After groups share their findings ask: With what other ethnic/cultural groups in other nations can you find similarities? Discuss the politics of disenfranchisement and its long-term effects on a nation.

5. Challenge groups to research/assess the progress made during the first year of Mr. Mandela's presidency. Distribute copies of the HANDOUT (pg 4). Using today's INTERNATIONAL DESK and other resources, have groups research the 4 challenges listed on the HANDOUT. Groups should
   a. explain, briefly, each situation's current status;
   b. discuss legislation or other measures taken to address that problem; then,
   c. use their research to comment on the areas of greatest and least improvement.

   Ask groups: If you served as advisors to Pres. Mandela, what recommendations would you make for his second year as president?

----------EDITOR'S NOTES: TODAY'S NEWS TERMS----------

Nelson Mandela Mangosuthu Buthelezi King Goodwill Zwelithini
ANC Inkatha Freedom Party national mandate Natal Zulu

STUDENT HANDOUT: MANDELA ADMINISTRATION: A LOOK AT THE FIRST YEAR

DIRECTIONS: When South African President Nelson Mandela assumed the presidency last year, he faced a number of challenging domestic tasks. Research the CHALLENGES listed below, briefly explaining each one and its current status. In the PROGRESS column, comment on new legislation or other steps taken to improve the situation.

CHALLENGE	EXPLANATION/STATUS	PROGRESS
INTERRACIAL/ INTERTRIBAL CONFLICT		
UNEMPLOYMENT AND POVERTY		
INADEQUATE HOUSING		
LIMITED ACCESS TO EDUCATION		

Based on your research, what area do you think has shown greatest improvement? least? If you were an advisor to President Mandela, what would you suggest he choose as his top priority for the coming year? Explain your reasoning.

Wednesday, May 17, 1995

ANCHOR DESK

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DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:45
TOP STORY	2	The U.S. President threatens Japan's auto makers with high tariffs.	3:40
HEADLINES	3	SARAJEVO SUFFERS WORST SHELLING SINCE '93...	:30
MAKING WAVES	4	(Part III) Women can now serve on board combatant ships in the U.S. Navy.	3:05
QUIZ	5	How many American families have a pet dog? More than 34 million.	:20
BUSINESS DESK	6	The costs of owning a four-legged friend start early.	2:05
AROUND THE WORLD	7	The discovery of a 3,000 year-old tomb may unlock the secrets of Egypt's past...	:30
MAYAQUEST FINALE	8	The MayaQuest team heads home after three months of discovery and adventure.	3:20
CLOSE	9		:45

EDITOR'S NOTE: TODAY'S NEWS TERMS

tariff trade deficit World Trade Organization G-7 nations
Mickey Kantor Tomiichi Murayama destroyer torpedo radar
LCAC amphibious rack obsidian jade astronomy

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TOP STORY: U.S./JAPAN TRADE TROUBLES

1. What is a trade deficit? What is the current U.S. trade deficit with Japan? Why is U.S. Pres. Clinton threatening to impose a 100% tariff on Japanese luxury cars sold in the U.S.? How has the Japanese government reacted to this threat?
2. Divide students into groups, each of whom will choose one of these segments of the U.S. economy: consumers, auto dealers who sell Japanese cars, auto dealers who sell U.S. made cars. Have groups use their resources to help them explain how a 100% tariff on Japanese luxury cars would affect their chosen economic interests. Next, generate a class discussion on how the proposed tariff could affect Japanese auto makers and U.S./Japan relations in other matters. Poll students to see if they think the tariff is a good idea. Challenge them to defend their positions.
3. Help the class compile a Glossary of International Trade Terms. Begin by having small groups of students scan newspaper and news magazine articles to compose lists of terms directly related to international trade. What is a sanction? tariff? the WTO? Have groups combine their lists, then divide the terms and research their meanings. Have groups write and edit the terms/explanations and create a cover for this reference booklet to be kept in the school library.

MAKING WAVES: (PART III) WOMEN ON U.S. NAVY COMBAT SHIPS

4. Describe roles women have on U.S. Navy combat ships, as seen in the video. How is life on a combat ship different from other situations in which women serve? Why do some people enjoy life in the Navy?
5. How has technology changed naval operations? Invite an officer in the U.S. Navy to address the class, or arrange for a class tour of a ship or naval facility where students can learn more about the role of technology in the modern Navy. What skills and education are essential to operate this new technology? How have technological advances in the military "opened the door" for women to serve in combat roles? Discuss.

MAYAQUEST: FINALE

6. What was the goal of the MayaQuest trek? Do you think the team accomplished its goal? Explain.
7. Working in small groups, have students evaluate the overall MayaQuest expedition. Groups will want to determine what points of the journey were most interesting, informative, what they might have done differently, etc. Share ideas. Challenge each group to apply this information to the next expedition by having each draw up an outline for a new adventure for the team.

May 17, 1995 (3)

THE COST OF DOGS

EDITOR'S DESK:

1. BEFORE VIEWING: What expenses does pet ownership involve? Help students brainstorm a tentative list of pet-related costs. Divide these into broad categories, such as health care, food.

2. AFTER VIEWING: Use the information in the video and phone directories/business listings and classified ads to expand the list of pet-related expenses/businesses. Discuss product and service offerings. Which ones do students think are essential to proper pet care? Which ones are "luxuries" or "extras"?

3. How are pet care dollars spent? Have groups choose one common pet and list typical expenses for owning that kind of animal, from purchasing and "outfitting" to feeding and health care. Have groups survey classmates, friends and family members who own pets to find out where each expense ranks, from most to least costly. Compare/contrast groups' findings. What are the most expensive aspects of owning a pet? How much does this vary from animal to animal?

4. Have groups discuss the ways pets enhance people's lives then develop advertisements or posters for a pet shop, shelter or adoption service emphasizing the advantages of owning a pet.

5. Research the "champagne class" of pets. How are values assigned to individual kittens, puppies, etc? Groups should explore the importance of pedigrees, certification and other considerations in establishing worth/cost. What traits make a pet especially valuable? Have groups find examples of prices and the reasons for the assigned value and share their results. Discuss: Why do people pay high prices for pets? What additional benefits do these animals provide?

6. Challenge groups to conceive of a pet-related product/service to market in their area. Groups should use their knowledge of existing products and the spending habits of pet owners they know to create the concept for a product/service that could fill a market "niche." Once they have chosen a product or service, distribute copies of the HANDOUT (pg 4) to assist them in creating a marketing and promotion strategy for the product. Have groups present their marketing "mixes" to classmates playing the role of a "board of directors" for the company.

TODAY'S NEWS TERMS

pure-breed mutt spaying veterinarian

NEW PET PRODUCT/SERVICE:
STUDENT HANDOUT: PREPARING A MARKETING "MIX"

DIRECTIONS: Use this worksheet to compose a marketing and promotion plan for a new pet product or service in your region. Prepare to present your marketing "mix" to your company's "board of directors."

PRODUCT

Describe the product/service. If a product, give its brand name, uses, materials, design, packaging and price. If a service, describe its purpose, how it works and what you will charge.

COMPETITION

"Size up" your product or service's competition in the area. Will your offering be better, more complete, cheaper? Explain how you will differentiate your product/service from existing ones.

SELLING

How will you sell the product/service (e.g., retail stores, office/shop, catalog/direct mail)? Explain your choice(s).

PROMOTION

How will you "launch" your new product/service? Include plans for advertising and sales promotions for your "grand opening."

Thursday, May 18, 1995

ANCHOR DESK

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DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:40
TOP STORY	2	France installs a new president.	2:55
HEADLINES	3	U.S. VETOES SECURITY COUNCIL RESOLUTION... ETHICS COMMITTEE TO INVESTIGATE PACKWOOD...	:40
AT ISSUE:	4	Whitewater and Clinton cabinet member Ron Brown are subjects of new investigations.	3:20
AROUND THE WORLD	5	A plan to seal off the city where the Ebola virus outbreak began may not be working.	:20
SCIENCE DESK	6	The world takes on a deadly virus that is spreading in Zaire.	3:10
LOOK AHEAD	7	TOMORROW: ROWING TEAM	:30
DELANY SISTERS	8	Meet two centenarians who have witnessed what others read about in history books.	2:50
CLOSE	9		:35

EDITOR'S NOTE: TODAY'S NEWS TERMS

Francois Mitterrand, Jacques Chirac, socialist, conservative, Charles deGaulle, unemployment, Bob Packwood, Ron Brown, ethics, Janet Reno, Whitewater, disclosure, "Having our Say"

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TOP STORY: NEW FRENCH PRESIDENT INSTALLED

1. How is new French Pres. Jacques Chirac different politically from his predecessor, Francois Mitterrand? What is President Chirac's first task? In politics, what is meant by the expression "honeymoon period"? Are observers expecting Chirac to have a lengthy "honeymoon period"? Explain.
2. What issues demand Pres. Chirac's immediate attention? Have students work in small groups to research the issues facing the new French president and share their findings. Acting as his advisors, have each group outline a strategy to prioritize and address each issue.
3. Generate a class discussion about the definitions of "socialist" and "conservative" in western-style political democracies. Then have each group choose one European nation not formerly a part of the "Soviet bloc" and research its political history since WWII, noting the socialist and conservative political trends. What were some of the underlying social, political and economic reasons for these trends? Have groups present formal reports to the class.

AT ISSUE: CLINTON ADMINISTRATION INVESTIGATIONS

4. Who is Ron Brown? Why is Attorney General Reno calling for an investigation of his actions? How is Mr. Brown responding to these allegations?
5. What other members of President Clinton's Cabinet have been investigated? Why was the Senate vote to resume Whitewater hearings a blow to the President? If you were his aide, would you suggest that he confront head-on these latest developments with the press, or continue to govern and conduct business as usual? State your rationale.
6. Ask: What kinds of ethical standards do you think citizens should expect their leaders to have? After a class discussion, have each group of students draw up a general "Code of Ethics" for both elected and appointed officials. Exchange ideas and evaluate each other's proposals. What are realistic ethical standards for those to whom voters entrust their government? Discuss.

DELANY SISTERS

7. How do Bessie and Sadie Delany's life stories resemble what one might find in a U.S. history textbook? Divide the class into groups. Have each use texts and other resources to locate one event in the past 100 years of U.S. history and research its details. Challenge each group to write a diary entry one of the sisters might have written in response to that event. Share the entries in class and post them on a "Living History" bulletin board.

DESK: EBOLA STRATEGY

1. BEFORE VIEWING: Ask students what they already know about viruses and have them distinguish between viruses and bacteria, using their texts if needed. Ask: Which infection is easier to treat?

2. AFTER VIEWING: Discuss the extraordinary measures scientists and health workers take in investigating and treating the Ebola virus. What means of disease transmission are they trying to protect themselves against?

3. In groups, have students complete the following:
   a. Sketch and label the structure of a typical virus.
   b. Describe the two methods by which viruses infect living cells (lytic, lysogenic).
   c. Note the stages of growth and replication in viruses.
   d. Search newspapers/news magazines for information on Ebola virus and create a Good News / Bad News scenario based on what students know about the growth and spread of viruses.

EXTENSION: Challenge interested students to create an illustrated primer to explain the "Life and Bad Habits" of a typical virus, including retroviruses. Make several copies for use in other classes and for circulation in the media center.

4. What is "infection" and how does it occur? Engage students in a discussion of how several types of illness/diseases are spread, e.g., common cold, chicken pox, tuberculosis, AIDS, etc. What precautions are given to prevent the spread of each? Compare with the precautions shown and mentioned in the video.

5. According to the video, Ebola virus isn't the only viral threat in the world. Divide the class into groups and instruct each group to work cooperatively to track the viruses shown on the STUDENT HANDOUT (pg 4). On completion, have students create a large world map, with a key, and pinpoint geographic areas where outbreaks have occurred. Analyze data for discernable patterns. Ask: What factors contributed most to the spread of infection? What theories have scientists posited to explain the appearance of new viral strains? Discuss actions students feel should be taken to mitigate the rise/spread of infection.

----------EDITOR'S DESK: TODAY'S NEWS TERMS----------

virus bacteria pathogen airborne transmission outbreak
vectors infection sterile universal precautions vaccine

STUDENT HANDOUT: TRACKING VIRUSES

DIRECTIONS: Ebola virus isn't the only viral outlaw. Listed below are several others that have emerged in the past 40-50 years, some with devastating effects on large populations. Search newspapers and magazines for information on these viruses and record below. Space has been left for you to add another. Note patterns you see and theories put forth about why new viral strains are emerging.

VIRUS	VECTOR	OUTBREAKS(S) SITES/DATES	IMPORTANT AND/OR INTERESTING DATA
EBOLA	unknown		
DENGUE			
HANTA			More than half the 100+ cases have been fatal.
JUNIN	field mice		
MAR-BURG		Yugoslavia & West Germany; identified in 1967	
HIV			
OTHER: (name)			

Friday, May 19, 1995

ANCHOR DESK

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DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:45
TOP STORY	2	The U.S. House of Representatives passes a Republican-sponsored budget resolution.	3:35
HEADLINES	3	THE DOW JONES AVERAGE PLUMMETS...ACTRESS ELIZABETH MONTGOMERY DIES OF CANCER...	:40
EDITOR'S DESK	4	CNN NEWSROOM updates the week's news, from A (auto tariffs) to Z (Zaire).	4:15
DEFINITION	5	Misogyny: hatred of women...	:20
AT ISSUE	6	Time Warner draws fire for "gangsta rap."	1:00
BEYOND THE GAME	7	To win, a rowing crew must "pull together" as a team.	2:50
LOOK AHEAD	8	Next week: a real-life "Doogie Howser"	:40
CLOSE	9		:55

EDITOR'S NOTE: TODAY'S NEWS TERMS

budget deficit "pork" recision bill crew coxswain
bow pair Kinshasa Toronto apology "gangsta rap"

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TOP STORY: WASHINGTON BUDGET BATTLE

1. Why are Democrats fighting the Republican budget plan? How is President Clinton reacting to House passage of this plan? Why do most observers believe there will be some sort of compromise on the budget?
2. What budgetary considerations are products of political ideology? Ask groups of students to conduct research to determine which programs typically have been the focus of spending cuts and increases for the Democrats and Republicans. Have groups share their findings. Do students think the Democratic president and a Republican Congress can find a middle ground on what to cut in the federal budget? Discuss.

EDITOR'S DESK/MEDIA LITERACY: THE FIVE W'S OF JOURNALISM

3. Distribute the HANDOUT (pg 3) and review the "Five W's of Journalism." Ask each student to choose one HEADLINE given and, using the EDITOR'S DESK and other media resources, answer the Who, What, Where, When, Why and How for that story. Have students who chose the same HEADLINE compare their responses and conduct further research to present a group multimedia report on that event. Discuss the importance of accuracy and other qualities the public looks for in news coverage.

NEWSQUIZ: NEWS TERMS FROM THE 1994-1995 ACADEMIC YEAR

4. This NEWSQUIZ is a list of people, places and terms featured on CNN NEWSROOM during this school year. Activities:
   a. Teams compete to identify largest number of terms.
   b. Groups categorize terms (topic, geographic area).
   c. Students draw terms "out of a hat" to research, explain/update.
   d. "Jeopardy"-style game in which teams furnish questions to correspond to terms.
   e. Elimination game/"terms bee" where each student stays in the game until given a term he/she cannot identify.

AT ISSUE: TIME-WARNER AND GANGSTA RAP

5. What is "gangsta rap" and why do some people find it offensive? Challenge groups to trace the decision-making process that goes into the creation, production and consumption of music. List the decision-makers who choose what music to write, produce, sell, play and buy. What factors influence each person's decisions? If a consumer is unhappy with a product, what do groups think he/she can or should do about it? Share insights in class.

BEYOND THE GAME: A ROWING TEAM PULLS TOGETHER

6. How many people are needed to crew and what do the different team members do? Why must a crew act "as one"?
7. Have groups explore one activity or profession that requires participants to work together under stressful, dangerous or "under-the-gun" conditions. Who are the members of that team and what do they do? Why is teamwork crucial for that endeavor? Have groups share their examples with the class.

MEDIA LITERACY:
STUDENT HANDOUT: THE "FIVE W's OF JOURNALISM

DIRECTIONS: Journalists cover the "Five W's"---Who?, What?, Where?, When? and Why?---of a story when they report the news. An added component of this journalistic formula is an "H" for "How?" A well-reported event answers all these questions. Choose any one of the "headlines" listed below and, using media resources including today's EDITOR'S DESK, answer the 5 W's and H for that story.

HEADLINES:

"OUTBREAK!"
"TRADE TIFF"
"PRES. TARGETS NRA"
"LE PRESIDENT NOUVEAU"

1. WHO?_____

_____

2. WHAT?_____

_____

3. WHERE?_____

_____

4. WHEN? _____

_____

5. WHY?_____

_____

6. HOW?_____

_____

Compare your answers with those of other students who have chosen the same HEADLINE. Then, working as a group, research and analyze your story further and prepare a multimedia news report of that event. REMEMBER: Your job is to give the viewer as much accurate information as possible. Besides accuracy, what other qualities do you think viewers expect in news coverage? Why?

05/19/95 (4)

TEACHER RESOURCE

Below is a list of people, places and terms in the news from the 1994-1995 academic year. See Page 2 for suggested activities.

PEOPLE	PLACES	TERMS
Rose Kennedy	Rwanda	World Health Organization
Ernesto Zedillo	Chiapas	anorexia nervosa
Pope John Paul II	Haiti	Internet
Kim Il Sung	Auschwitz	NAFTA
O.J. Simpson	Iwo Jima	International Population Conference
Raoul Cedras	Cairo	Shoemaker-Levy 9
Marion Barry	Oklahoma City	baseball strike
Jean-Bertrand Aristide	Iraq	Americorps
Jimmy Carter	Kuwait	Marshall Plan
Boris Yeltsin	Bosnia-Herzegovina	PLO
David Levy	Iran	Nuclear Nonproliferation Treaty
Nelson Mandela	Bihac	economic sanctions
Saddam Hussein	Chechnya	"Contract With America"
Newt Gingrich	Pennsylvania Ave.	NATO
Hutus	Mir Space Station	Proposition 187
Dr. Henry Foster	California	GATT
Timothy McVeigh	Grozny	Habitat for Humanity
Gov. Pete Wilson	Sarajevo	IRA
Tutsis	Zaire	APEC
"Marcos"	Kobe	Title IX
Myrlie Evers-Williams	Baikonur	"moment of silence"
Warren Christopher	Burundi	middle-class tax cuts
Silvio Berlusconi	the Citadel	minimum wage
Robert Dole	World Trade Center	anti-trust exemption
Qubilah Shabazz	Berlin	FBI
Lt. Col. Eileen Collins	Normandy Beach	NRA
Marcia Clark	South Africa	balanced-budget amendment
Malcolm X	New York Stock Exchange	line-item veto
FDR	Al-Azhar	posse comitatus
F. Lee Bailey	CDC	V-E Day
Robert McNamara	Everglades	ATF
Terry Lynn Nichols	Alfred P. Murrah Building	tariff
Mangosuthu Buthelezi	Tokyo	USDA
Zulus		assault weapons
"boys of summer"		
Zapatistas		

Monday, May 22, 1995

ANCHOR DESK

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DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:45
TOP STORY	2	Former Defense Secretary Les Aspin dies of a massive stroke at age 56.	3:00
QUIZ	3	Who popularized the nickname "the White House"?.....Pres. Theodore Roosevelt	:30
AT ISSUE	4	After security breaches and the Oklahoma City bombing, a two-block section in front of the White House is closed to traffic.	4:00
HEADLINES	5	MIDWEST U.S. FIGHTS FLOOD WATERS...	:40
AROUND THE WORLD	6	Belgium's voters are expected to reaffirm the center-left government's hold on power.	2:00
NEWSDATE	7	On this date...1972...1990...	:20
FUTURE DESK	8	If your small plane is in trouble, the BRS parachute will "let you down easy."	2:50
CLOSE	9		:45

EDITOR'S NOTE: TODAY'S NEWS TERMS

Defense Secretary	Somalia	Pennsylvania Avenue	pedestrian	
center-left coalition	Flanders	bribery	ultra-light	BRS

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TOP STORY: DEATH OF LES ASPIN

1. What positions in the U.S. Congress and President's cabinet did Les Aspin hold? Why did President Clinton choose him for his cabinet? Under what conditions did he resign from that position? How was he remembered by those with whom he worked in Washington, D.C.?

AT ISSUE: WHITE HOUSE SECURITY

2. How did President Clinton feel about closing off Pennsylvania Avenue to vehicular traffic? Do you think this action is a good idea? State your rationale.
3. Distribute and discuss the RESOURCE (pg 4), then present this question to students: Pres. Clinton has stated that, in spite of the street closure, the White House will remain the most publicly accessible executive residence in the world. What do you think should/could be done to allow public accessibility to the White House while still protecting its occupants and the people outside? Have groups discuss and share their ideas.
4. After reading the RESOURCE, challenge each group to research the history of a residence for any head of state and report its findings. What symbolism is involved in the architecture and design of that building? Has security altered any of these considerations? Discuss.

AROUND THE WORLD: ELECTIONS IN BELGIUM

5. Describe the corruption scandal within Belgium's Socialist Party. To what extent did the scandal affect election results?
6. Assist students in placing Belgium's elections in their larger national and international context. Divide the class into groups. Assign half the groups to research Belgium's domestic situation, for example, its distinct language/culture groups and economic zones, political parties, economy). The other groups should focus on Belgium's historical and international importance as a trading center, strategic location and home of NATO and the European Community, etc. Have groups share their findings and interpret Belgium's current elections and political situation in the light of this information.

FUTURE DESK: SMALL PLANE SAFETY GOES "BACK TO THE FUTURE"

7. What inspired BRS chairman Boris Popov to develop the ballistic recovery system parachute? Describe how it works and its current applications. Would knowing a plane was equipped with a BRS parachute make you feel safer? Explain.
8. Research key causes of aircraft accidents and record 4 of these on the HANDOUT (pg 3). Groups should list current safety equipment and procedures that work to minimize these risks and, in the RECOMMENDATIONS column of the table, evaluate these methods. Do students see areas where better safety measures are needed? Ask groups to suggest ways current or future technology could improve airline safety. As a class, identify those ideas that seem most feasible.

DESK: THE FUTURE OF AIRPLANE SAFETY

DIRECTIONS: Search available resources to identify 4 major causes of aircraft accidents/crashes. Write these in the first column of the table below. Under SAFETY, list and describe equipment and procedures designed to address that threat. In the RECOMMENDATIONS column, evaluate the safety measures. Do you perceive "gaps" or areas where improvement is needed? Suggest ways current or future technology could improve safety in that area. Be prepared to share your observations with your classmates.

ACCIDENT CAUSES	SAFETY	RECOMMENDATIONS

BARRICADES ON STUDENT RESOURCE: "AMERICA'S MAIN STREET"

Pierre L'Enfant, the architect who designed the U.S. capital city, envisioned that, in the heart of Washington, D.C., there would be a broad avenue. That avenue would lead from the Capitol building at one end to the President's house at the other---a symbolic linkage of two powerful branches of the newly-formed government. President George Washington believed that the termination point for the street should be a large presidential palace, like the residences of heads of state in other countries.

Thomas Jefferson disagreed, believing that the President was a citizen first, like his fellow countrymen. Jefferson recommended a more modest mansion for the Chief Executive. Jefferson won the debate and, for almost 200 years, the citizens of the United States have been able to pass their President's house on horseback, and in trolleys, buses and cars. To many, "1600 Pennsylvania Avenue" was another way of recognizing that the President was a person who lived on a street, very much as his constituents did.

A British attack on Washington, D.C., during the War of 1812, a nation split by Civil War in the 1860s and two World Wars were not enough to change that way of thinking. President Franklin Roosevelt refused to consider camouflaging the House and blacking out its windows to avoid an aerial attack during WWII. Numerous protests and demonstrations have taken place in front of the White House, but none of these was sufficient to mandate a change in accessibility to this national monument.

It took four presidential assassination attempts and the harsh reality of terrorism on U.S. soil to close the street in front of the White House to vehicular traffic. The bombing of the federal building in Oklahoma City underscored this reality. As barricades were put up in front of the house, President Clinton observed that even on "America's Main Street" people are "vulnerable to the forces of organized destruction from within and beyond our borders."

The pedestrian mall that replaced the street may turn out to be quieter and safer after all, just as the President's advisors claimed when they recommended this action. Yet those were not the decisive factors in implementing their plan. Fear and terrorism were the decisive factors. Only they could change the age-old symbolism on the street where the Leader of the Free World lives.

----------CNN NEWSROOM: RELIABLE RESOURCES----------

"Terrorism ends old tradition," by David von Drehle and "White House street sealed off," Associated Press, THE ATLANTA JOURNAL AND CONSTITUTION, 21 May 1995, p. A10.

Tuesday, May 23, 1995

ANCHOR DESK

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DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:45
TOP STORY	2	Demolition crews will help bring a sense of finality to grieving Oklahoma City.	3:15
HEADLINES	3	U.S. SUPREME COURT RULES RACE-BASED SCHOLARSHIPS CONSTITUTE REVERSE DISCRIMINATION...	:30
AT ISSUE	4	The U.S. Supreme Court strikes down a state law that imposed Congressional term limits.	2:55
WHERE IN THE WORLD?	5	This nation's currency is the dinar and its chief mineral resource is oil...Iraq.	1:00
INTERNAT'L DESK	6	Despite its oil riches, Iraq languishes under strict U.N. economic sanctions.	2:45
DID YOU KNOW?	7	Quitters are still more likely to get lung cancer than people who never smoked at all.	:30
OUR WORLD	8	A teenage doctor eyes the Nobel Prize.	2:40
CLOSE	9		:40

EDITOR'S NOTE: TODAY'S NEWS TERMS

implosion blasting caps "open wound" term limits
constitutional amendment "Contract with America" ophthalmology

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TOP STORY: OKLAHOMA CITY IMPLOSION

1. Why does the Alfred P. Murrah Federal Building need to be imploded? Describe the process by which this will occur.
2. In what way will the demolition of this building help people in Oklahoma City address the next "step" in the grieving process? From a psychological standpoint, why is it important that the building come down as soon as possible?
3. What is the difference between an implosion and an explosion? Have students work in groups to research and create diagrams or small-scale models showing an implosion and an explosion. Have groups present their work and explain the differences between the two events.
4. Invite a mental health professional to address the class on how the demolition could affect the local population. How will the implosion serve as the final chapter in this tragedy for many of them? Ask each student to think of a personal tragedy or sad event for which he/she has experienced a "final" chapter. What occurrence completed the experience and allowed him/her to begin to heal? Challenge each student to express his/her ideas in a poem, short story or other creative writing mode.

AT ISSUE: THE SUPREME COURT RULES TERM LIMITS UNCONSTITUTIONAL

5. What bearing did the Supreme Court's decision on term limits have on term limit measures in 22 U.S. states? Summarize the Majority Opinion on this issue as written by Justice Stevens. According to it, what would it take for constitutionally-viable term limits to take effect?
6. Ask: Why do you think polls show that an overwhelming majority of U.S. voters support limits on the number of times a person can hold office? Generate a class discussion on the underlying issues linked to term limits. In general, how do students think most Americans perceive political leaders? Divide the class into groups. Challenge each to come up with at least one proposal that would limit incumbent power in the U.S. Congress while supporting the Supreme Court's term limit decision.

OUR WORLD: TEEN DOCTOR

7. What are some of Balamurali Ambati's ambitions? What childhood event caused him to pursue the medical profession?
8. Brainstorm a list of people whose youthful experiences had a significant impact on their adult careers. Consider well-known figures such as Helen Keller, Frederick Douglass, Joseph Conrad and Alice Walker, as well as friends and family members. Have groups choose one person on the list to examine more closely. What happened to that person? What impact did that event have on his/her life and career? Have groups share these "stories of youth" by writing short biographical stories about their subjects' experiences.

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*****  *     *  *****  **  *                    May 23, 1995 (3)
  *    * *   *    *      *  *
  *    *  *  *    *         *
  *    *   * *    *         *
*****  *    **    *         ***** DESK:  THE NATION THAT OIL BUILT
```

1. BEFORE VIEWING: Locate the nation of Iraq on a world map. Relate what you know of recent historical events involving Iraq and its neighbors.

2. AFTER VIEWING: How did oil "build" Iraq? Why has the U.N. imposed sanctions on Iraq? How have they affected Iraq's economy?

3. Explain the term "quality of life," then describe the quality of life many Iraqis had both before and after the oil embargo.

4. Divide students into groups. Have each group research one imposition of U.N. sanctions on any nation in recent history, and report its findings. Groups should discuss why sanctions were imposed, how they affected that nation's economy and quality of life and whether or not they were successful. Conclude with a class discussion on the overall effectiveness of the economic embargo as a diplomatic resource.

5. How do natural resources help to "build" nations/states? Have each group select one country, state or region that owes its economic livelihood to a particular natural resource and
   a. conduct research to learn more about the economic relationship between nature and the chosen geographic area; then,
   b. create a timeline that demonstrates this relationship and present it to the class.

EXTENSION: Have groups explain how fluctuating market conditions (e.g., supply, demand, price) for its resource affect a nation's/state's economy. What are some of the social, economic and political "ripple effects" of such fluctuations?

6. Distribute copies of the HANDOUT (pg 4) and instruct groups to research one OPEC member (e.g., Iraq, Iran, Saudi Arabia, Libya, Qatar). Have each group
   a. record facts on its nation's land, government, people and economy as directed on the HANDOUT and
   b. use facts, maps, photographs and other media to prepare "profiles" to share with the class.

   Discuss: In what areas are the OPEC nations most alike? most varied? How do you account for degrees of similarity, difference, unity and disunity?

----------EDITOR'S NOTES: TODAY'S NEWS TERMS----------

sanctions embargo Jordan U.N. Security Council resolution

May 23, 1995 (4)

STUDENT HANDOUT: OPEC NATIONS FACT SHEET

DIRECTIONS: Research one OPEC nation and fill in its "facts" as directed below. Use this fact sheet, along with maps, photographs and other media, to prepare a presentation for your class.

	THE COUNTRY:	CAPITAL CITY:
LAND	GEOGRAPHY (location, size, terrain):	
GOVERNMENT	FORM OF GOVERNMENT:	HEAD OF STATE:
	LEGISLATIVE BODIES:	
	COURTS/JUDICIAL SYSTEM:	
	ARMED FORCES:	
THE PEOPLE	POPULATION:	RATE OF POPULATION GROWTH:
	LANGUAGE(S):	RELIGION(S):
	EDUCATION (systems, levels achieved):	
	EMPLOYMENT (by sector):	
ECONOMY	MONETARY UNIT:	PER CAPITA GNP:
	ANNUAL GROWTH RATE:	
	MAJOR EXPORTS:	
	MAJOR IMPORTS:	
	TRADE (balance, main trading partners):	

Wednesday, May 24, 1995

ANCHOR DESK

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DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:40
TOP STORY	2	Eight seconds and 150 pounds of dynamite collapse the remains of the Murrah building.	2:55
HEADLINES	3	TWO PEOPLE SHOT ON WHITE HOUSE LAWN...	:25
TAKING CARE OF BUSINESS	4	Nine auto makers have agreed to repair or replace seat belts in over 8 million cars.	:50
BUSINESS DESK	5	Russia's stabilizing economic and political situation attracts Western trading partners.	2:10
OUR WORLD	6	U.S. Pres. Clinton supports direct student loans, cutting banks "out of the loop."	:30
OUR WORLD	7	An entrepreneur offers "real world" advice.	3:50
CYBERSUMMER	8	For more information call 1-800-344-6219.	:15
THE ECOLOGY	9	Across the U.S., conservationists work to revitalize declining urban green spaces.	2:45
CLOSE	10		:40

EDITOR'S NOTE: TODAY'S NEWS TERMS

anti-climax shrine trading partners privatization
networking skills internships conservation native woodland

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TOP STORY: DEMOLITION OF OKLAHOMA CITY FEDERAL BUILDING

1. Describe the scene as the Alfred P. Murrah federal building was imploded. How did some people in the video feel about the demolition of the bomb site? What was your reaction as you watched the implosion?

BUSINESS DESK: INVESTMENT IN RUSSIA

2. Why has Coca-Cola invested millions in Russia? What is the outlook for that company's growth there over the next decade? What single factor is most responsible for western businesses' willingness to invest in Russia?
3. How does political instability spell major problems for international investors? Divide students into groups, each of whom will (a) select one nation that they know to be in the midst of political/civil conflict, (b) search for evidence of international business investment there and (c) report their findings. Why is political stability such a necessary ingredient to entrepreneurship? Discuss.
4. Distribute the HANDOUT (pg 3) to student groups and have each choose any developing (not industrialized) nation and conduct research to learn more about its investment potential.
   a. As a class, decide upon a simple number or letter grading system and instruct each group to "grade" each business category for its chosen country.
   b. Briefly, groups must explain the rationale for each grade.
   c. Direct each group to "average" its nation's grades, come up with an overall grade or assessment for investment potential in that country and share their analyses.

EXTENSION: After all presentations, have each group act as corporate executives for any U.S. company and prepare a paper noting which countries they would invest in and why.

OUR WORLD: CHAD FOSTER

5. Who is Chad Foster? Describe his "formula for success"? Challenge students to interview a person he/she admires on the interviewee's "formula for success." What advice would that person offer young people who want to excel in any field? Share interviews in class.

THE ECOLOGY: REVITALIZING URBAN PARKS

6. List some of the difficulties plaguing parks in the U.S. How are communities responding? Provide examples of "successes."
7. What purpose do parks serve? Discuss possible practical, psychological and esthetic benefits of parks/urban green spaces. Compare/contrast parks to other public spaces, such as malls.
8. Evaluate community parks and draw up revitalization plans. Give groups copies of the HANDOUT (pg 4). They should visit a park, record their observations and evaluations in the table, then use this data to develop revitalization plans. Present plans and diagrams of the finished projects in class.

INVESTMENT DESK: POTENTIAL

DIRECTIONS: Choose any developing (not industrialized) nation and conduct research to learn more about its investment potential for U.S. businesses. Choose a number or letter grading system and use what you have learned to assign a "grade" in each of the following categories. Briefly, explain the rationale for your grade. When you are finished, "average" your grades and assign the nation an overall grade for investment potential.

NATION: _____

1. POLITICAL STABILITY GRADE: _____

   Rationale for grade:

2. NATURAL RESOURCES GRADE: _____

   Rationale for grade:

3. BUSINESS "CLIMATE" GRADE: _____
   (Gov't./public attitude towards business)

   Rationale for grade:

4. MARKET POTENTIAL GRADE: _____
   (Will consumers buy the product/service?)

   Rationale for grade:

5. AVAILABILITY OF A TRAINABLE WORK FORCE GRADE: _____

   Rationale for grade:

OVERALL GRADE: _____

Present your investment "report card" for this nation to the class. Be prepared to support your assessments with data you have gathered.

STUDENT HANDOUT: PARKS AND GREEN SPACES

DIRECTIONS: Part I. Visit a park or green space in your community. Record your observations and evaluations in the table below.

PARK NAME/LOCATION_____

FEATURE	DESCRIPTION	EVALUATION
FACILITIES (PLAYGROUND, BIKE PATH, TRAILS, PIC-NIC TABLES)		
PLANTS AND LANDSCAPING		
MAINTENANCE & UPKEEP (MOWING/TRASH REMOVAL, ETC)		
GENERAL APPEAL (SAFETY, ESTHETICS, ACCESSIBIL-ITY, ETC.)		

Part II. Based on your observations, create a revitalization plan for the park. What would you add, remove or change? What groups or individuals might help? Present your plan and a design of the finished park to your classmates.

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******   ***     ***     *                    Thursday, May 25, 1995
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*       *    *  *    *  *
**********     ***     *** ANCHOR DESK _____________________________
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* Rendezvous with a colony of living robots? Absolutely, and *
* that will be just the beginning of our next TAL adventure to *
* the Los Alamos National Laboratory 9/27-9/29. *
* Call 1-800-344-6219 to join us! *
****

DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:45
TOP STORY	2	Another intrusion at the White House begs the question, is the president safe?	3:15
HEADLINES	3	U.N. THREATENS AIRSTRIKES...ISRAEL, SYRIA AGREE ON GOLAN HEIGHTS...O.J. COULD TESTIFY.	1:30
AROUND THE WORLD	4	A team of men and women are dog-sledding, hiking and canoeing through the Arctic...	:45
SCIENCE DESK	5	Geneticists at Texas A&M demonstrate school spirit by changing the color of carrots.	2:10
NEWSDATE	6	On this date...1961...1968...1986...	:30
ARTISTRY IN ACTION	7	Meet a teen whose dreams have a soundtrack.	4:10
LOOK AHEAD	8	TOMORROW: VIETNAM ROUNDTABLE	:45
CLOSE	9		1:10

EDITOR'S NOTE: TODAY'S NEWS TERMS

intruder Secret Service King Juan Carlos symphony soloist

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TOP STORY: WHITE HOUSE INTRUSION

1. How has yesterday's intrusion on the White House lawn raised new concerns about presidential safety? Were the President or his family in any danger when this intrusion took place? Some observers are saying yesterday's foiled attack proves that the presidential security system works. Do you agree/disagree with this statement? Explain.
2. What is the function of the Secret Service? How does it carry out this duty? Divide the class into groups. Have each select one aspect of the Secret Service for research -- origin and history, selection and training of agents, organization, etc. Have groups present their findings. Assist students in combining their information into a reference book on the Secret Service to be kept in the school library.

HEADLINES: BOSNIA, MIDEAST, SIMPSON TRIAL

3. Which city has been the target of both Bosnian government and rebel Serb attacks in recent days? How has this attack precipitated a new ultimatum from the U.N.? Why do you think it is becoming involved in this conflict now?
4. What are the Golan Heights? Why is this land the subject of such intense negotiation between Syria and Israel? Working in small groups, have students research the history and politics concerning this region and share their findings. How did Israel acquire this land? What conditions must be achieved in order for Israel to agree to give it back? Discuss.
5. What are some reasons why O.J. Simpson should/should not testify at his trial? Can he be forced to do so? Explain. Have students work in groups to determine which strategy works best for each side in the case (defense and prosecution) and share their ideas.

ARTISTRY IN ACTION: SYMPHONY DREAMS

6. Summarize Elisa Smed's "dream." Why does she stand a better chance of landing a job in a symphony orchestra than other musicians might? What will she have to do to make her dream a reality? How does her family support her goal?
7. Use this opportunity to introduce students to symphonic music, from classical to modern. Ask them to bring in different examples of this music and play it while they conduct research or do other independent work. Have each student who plays a selection offer a mini-biography of the composer to the class.
8. Working in small groups, challenge students to learn more about the symphony and its components by identifying key terms such as "maestro," "first chair," "accompaniment," etc. Have groups share their findings. When students have familiarized themselves with these components and terms, arrange for a class trip to the symphony.

DESK: MAROON CARROTS

1. BEFORE VIEWING: What is "genetic engineering"? Brainstorm reasons why scientists would alter a plant's characteristics and ask students to give examples of cross-bred plants.

2. AFTER VIEWING: Ask: Why did Professor Pike breed a maroon carrot? In your opinion, is this a valid reason for altering a plant's genetic structure? Discuss the pros and cons of genetic engineering and the ethical considerations raised in both the scientific and general communities.

3. Have students use their texts or dictionaries to define "hybrid." Then, ask them to name several examples in the plant and animal kingdoms and indicate what two species produced each one.

4. What benefit may result from Professor Pike's experimentation? In groups, have students research beta-carotene and describe its molecular structure, action in the body, purported health benefits and its food sources. How does an "antioxidant" work? Based on their research, have students explain why beta-carotene could offer some protection against some cancers.

5. What benefits do scientists hope to gain by gene manipulation? Lead a discussion of genetic engineering and have students categorize the different kinds. Ask: What characteristics would you want to change in a plant to improve it? Discuss all responses. Challenge students in groups to select one plant and
   a. discuss possible alterations to it and to what benefit,
   b. brainstorm a list of possible environmental impacts, including the place the new strain would have in the food web and
   c. write up and share their proposals in class.

6. Divide students into small groups and distribute the HANDOUT (pg 4). Read aloud the main reasons for genetic engineering of plants, then tell each group to research to find at least one example for each category named. Students should also take note of discussions of ethical concerns and concerns over environmental impacts caused by gene manipulation. When all research is completed, select several issues as subjects for the class to debate.

----------EDITOR'S DESK: TODAY'S NEWS TERMS----------

genetic engineering cross-breeding beta-carotene cancer

STUDENT HANDOUT: CHANGING GENES

DIRECTIONS: Most genetic engineering of plants occurs in order to:

(a) manufacture natural insecticides,
(b) resist disease,
(c) enable them to make their own nitrogen nutrients so they won't need fertilizers, or
(d) increase the plant's nutritional value.

Use your texts and media and on-line resources to find examples of genetically engineered plants to fit each category.

CATEGORY	PLANT	DESCRIPTION	ENVIRONMENTAL CONCERNS/ RISKS/NEGATIVE IMPACTS
Natural insecticide			
Resist Disease			
Nitrogen Nutrient Production			
Increase Nutrient Value			

Friday, May 26, 1995

ANCHOR DESK

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In observance of U.S. Memorial Day, CNN NEWSROOM will not air on Monday, May 29 and there will be no NEWSROOM Guide. Both the program and the Guide will return on Tuesday, May 30.

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DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:45
*** NOTE TO TEACHERS: TODAY'S TOP STORY INCLUDES IMAGES OF WAR AND MAY NOT BE APPROPRIATE FOR ALL VIEWERS. PLEASE PREVIEW.****			
TOP STORY	2	Bosnian Serbs respond to NATO air strikes with fierce shelling of "safe areas."	3:20
HEADLINES	3	THE U.S. SENATE PASSES A BALANCED BUDGET...	1:00
EDITOR'S DESK	4	CNN NEWSROOM recaps stories from the White House, U.S. Supreme Court and Oklahoma City.	3:45
DID YOU KNOW?	5	A girl born in the U.S. today has a 1 in 3 chance of living to age 100...	:30
RETURN TO VIETNAM	6	Vietnamese-American students share insights and memories in a round-table discussion.	4:50
CLOSE	7		:50

EDITOR'S NOTE: TODAY'S NEWS TERMS

NATO Sarajevo Pale Bosnian Serbs ammunition bunkers
safe areas Vietnam historical landmarks customs

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TOP STORY: U.N. AIR STRIKES IN BOSNIA

1. Why did NATO planes strike a Serb military depot yesterday? In what way could this action threaten the safety of U.N. troops in other areas of Bosnia-Herzegovina?
2. What is the most likely next step for the U.N. if the Serbs do/do not cooperate? Working in groups, have students create flow charts that show the variables in this situation and the possible outcomes for each. Have groups present their flow charts and speculate as to the likely "path" of events in the near future.

EDITOR'S DESK/NEWSQUIZ

3. Distribute the NEWSQUIZ (pg 4). Tell students to pretend they are CNN correspondents, bringing the news to viewers around the world. Have each student follow the directions and indicate the place where each news item occurred. ANSWERS: 1-Oklahoma City; 2-Washington, D.C.; 3-Iraq; 4-Belgium; 5-Russia; 6-Bosnia; 7-Golan Heights. After checking answers, have each student locate these places on a world map and estimate their distances from your school.

VIETNAM ROUND TABLE

4. What were some of the questions students asked of Kim-Chi Tyler? Why do you think these students are interested in the story of her journey, her family and her culture?
5. In a class discussion, have students react to the following statement from the video, "I finally realize that being American is not about having blonde hair and blue eyes and [being] 6 feet tall, it's more like being an individual." In groups, create a bulletin board illustrating students' interpretation of this idea.

MEDIA LITERACY

6. Distribute the HANDOUT (pg 3). Have students watch T.V. news programs and identify 3 stories that make effective use of images to "tell the story."
   a. Students should describe each story's images and explain the reasons for the pictures' effectiveness.
   b. Challenge students to find a print story on one of the topics they viewed and compare/contrast it to the broadcast version.
   c. In small groups, have students share their print stories and their observations on the broadcast versions.
   d. Groups should try to draw conclusions about the strengths/limitations of each news format to share with the class.

EXTENSION: Have groups select one story from a newspaper and list or create a storyboard of the images they would try to capture to develop an evocative broadcast package on the same topic.

MEDIA LITERACY: GETTING "THE PICTURE"

A striking difference between print and broadcast media is the latter's reliance on images, rather than words, to "tell the story." A newspaper journalist spends time choosing the right words to convey ideas; a broadcast journalist searches through videotape to find the most evocative images, then builds the story around them. Watch a T.V. news program. Identify 3 stories that effectively use the power of pictures. In the table below, describe the stories' use of images and explain why they are effective.

	TOPIC	DESCRIPTION OF IMAGES	COMMENTS
STORY 1			
STORY 2			
STORY 3			

Locate a print story on one of the topics you chose above. How does it differ from the broadcast version? Identify strengths of each format. Are some topics/events communicated more effectively by one than by the other? Explain and give examples.

05/26/95 (4)

WORLDWIDE COVERAGE

DIRECTIONS: Pretend you are a CNN correspondent who travels the world to bring viewers events as they happen. Each sentence below is one that you might have used as you told the story of one of this week's featured events on CNN NEWSROOM. For each portion of your "script," state where you "are."

1. "The implosion of this bombed-out building is a part of the healing process for this city."

   PLACE: _____

2. "According to the Secret Service, two people have been shot on the White House lawn."

   PLACE: _____

3. "The oil embargo against this mideast country is taking its toll, with citizens complaining of a poor quality of life."

   PLACE: _____

4. "This western European nation is expected to reaffirm the center-left government's hold on power in upcoming elections."

   PLACE: _____

5. "Political and economic stabilization have rekindled western business investment in this former communist nation."

   PLACE: _____

6. "United Nations air strikes in the skies over this country have resulted in deadly retaliation."

   PLACE: _____

7. "Israel and Syria have agreed on a plan for Israel to relinquish control of this territory."

   PLACE: _____

Check your answers to make sure you're broadcasting from the right "locations." Find each place on a world map and determine, approximately, how far it is from your school.

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******    ***     ***     *                    Tuesday, May 30, 1995
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**********     ***     *** ANCHOR DESK _____________________________
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* How will you make DNA and elements of scientific discovery more *
* relevant to teaching? Connect your students to the Los Alamos *
* National Laboratory this fall and introduce them to scientists. *
* researchers, and other experts online. Call 1-800-344-6219. *
****

DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:45
TOP STORY	2	The U.S. and Europe demand the release of 300 captive peacekeepers in Bosnia.	3:35
HEADLINES	3	TOWN ON SAKHALIN ISLAND DEVASTATED BY EARTHQUAKE...	1:00
QUIZ	4	What is Hamas? Formally known as the Islamic Resistance Movement, this group's militant mission is an independent Palestinian state.	:30
INTERNAT'L DESK	5	Palestinian "rap" is a blend of American rap music themes and Islamic tenets.	3:00
NEWSDATE	6	On this date...1883...1922...1971...	:30
PROJECT PREVENT	7	(Part I) A successful program helps young mothers help their babies.	4:35
CLOSE	8		1:05

EDITOR'S NOTE: TODAY'S NEWS TERMS

peacekeeper contact group sovereignty Balkans Tuzla Hamas
Islam martyr anthem Palestinian premature addict prevent

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TOP STORY: SERBS HOLD PEACEKEEPERS HOSTAGE

1. What do you think the Serbs hope to accomplish by taking U.N. peacekeepers hostage? Explain your reasoning.
2. Who is the "contact group" and what are its goals? To what extent does the hostage situation complicate its mission? Have groups role-play meetings of the contact group. What are their options in this crisis? What are the pros and cons of each possible action? Have each group designate a secretary to record important issues raised during the role play. Share these in a follow-up discussion. Ask groups: What do you think is the best course of action to pursue and why?

INTERNATIONAL DESK: PALESTINIAN RAP

3. What is Hamas? How would you describe the group's political ideology? How is this ideology reflected in the Palestinian rap music heard in today's INTERNATIONAL DESK?
4. Distribute the HANDOUT (pg 3) to groups of students. After viewing the DESK segment, instruct groups to:
   a. locate three examples of "music of rebellion" from different cultures and/or time periods.
   b. briefly state on the HANDOUT the song title, its culture of origin, representative lyrics and the circumstances that helped shape those lyrics.
   c. list underlying themes in each of their examples.
   d. share their findings and compare these musical examples to music that appeals to them.

   Ask: Do the essential components of "rebellion music" change? Discuss.

PROJECT PREVENT (PART I): BABIES AT RISK

5. Describe the methods and goals of Project Prevent. What evidence is presented to show the program's success?
6. Discuss the difficulties associated with evaluating social programs. Ask groups to imagine they are in charge of funding social programs, supporting some and discontinuing others. Challenge them to develop criteria for evaluating programs' success/viability by identifying and prioritizing key aspects to consider, e.g., who/how many it helps, cost, ability to meet stated goals. Have groups share their criteria.

EXTENSION: Have groups apply their criteria to existing social programs. Based on their criteria, are the programs successful? Should they be funded? Discuss.

7. Provide groups with copies of the HANDOUT (pg 4). Have them identify one social problem and write it in the box at the center of the HANDOUT. Groups should research the problem and record its causes and effects. Have groups identify the causes they believe are most "preventable" and suggest programs or other methods to address them. How would eliminating those causes help solve the problem as a whole? What negative effects thereby could be reduced? Share insights into the problems groups chose and their suggestions for preventing it.

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  *    *  *  *    *       *
  *    *   * *    *       *
*****  *    **    *       ***** DESK:  MUSIC OF REBELLION
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May 30, 1995 (3)

DIRECTIONS: Today's INTERNATIONAL DESK tells us about a kind of Palestinian "rap" music. Search for examples of other music of rebellion and oppression from different cultures and list the songs/culture of origin, sample lyrics, and circumstances that helped shaped those lyrics for each example you find.

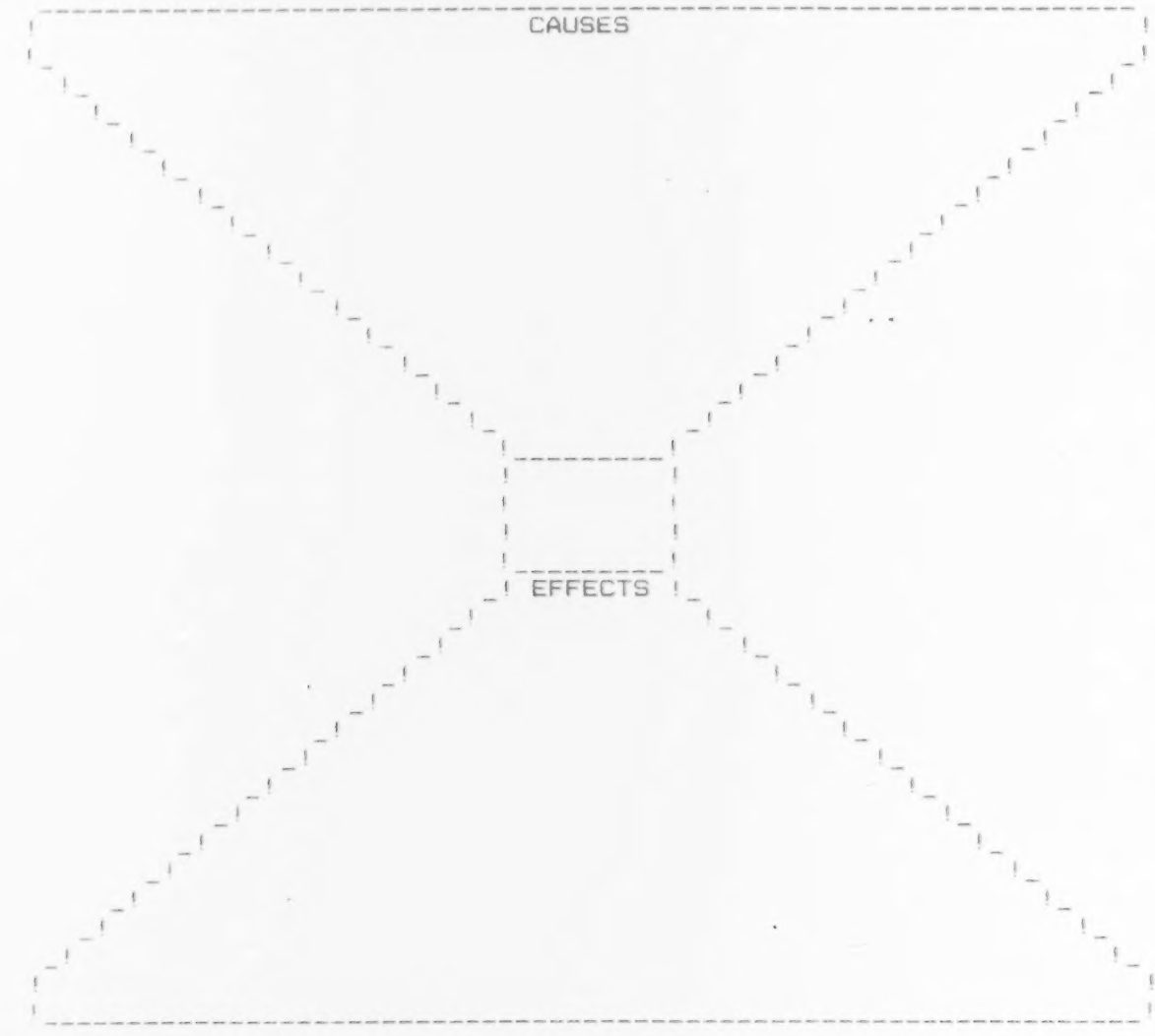
SONG/CULTURE OF ORIGIN	SAMPLE LYRICS	CIRCUMSTANCES THAT SHAPED THOSE LYRICS

List some of the common themes in the lyrics you found:

Share findings in class. Are there any common elements between these examples and music that appeals to you? Explain. Do the themes of this music change from culture to culture and from generation to generation? Discuss.

SOCIAL ISSUES:
STUDENT HANDOUT: CAUSES AND EFFECTS

DIRECTIONS: Part I. Identify one problem in society and write it in the box at the center of this HANDOUT. Search media and other resources to discover both the causes and the effects of this problem. Record the causes and effects as indicated below.



Part II. Consider your "causes." Circle one(s) you believe could be prevented. How might this happen? Suggest programs or other methods of solving the problem by targeting its sources/causes.

Wednesday, May 31, 1995

ANCHOR DESK

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* Put away the beakers and the protective eye wear for a moment! *
*   Join T.A.L. for a brand new lab experiment this fall on a   *
* journey to the Los Alamos National Laboratory 9/27-9/29. Call *
* Turner Adventure Learning at 1-800-344-6219 to register today! *

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DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:45
TOP STORY	2	More western troops are headed for embattled Bosnia.	5:40
HEADLINES	3	SEARCH FOR SURVIVORS CONTINUES IN AFTERMATH OF RUSSIAN EARTHQUAKE...	:50
AROUND THE WORLD	4	The world's children are healthier, but they face other risks to their survival...	:30
PROJECT PREVENT	5	(PART II) Atlanta program turns addicted teen moms into responsible parents.	3:05
LOOK AHEAD	6	TOMORROW: 'COASTER PHYSICS	:30
BUSINESS DESK	7	In Hollywood, bookkeeping "is like a box of chocolates..."	3:05
CLOSE	8		:35

EDITOR'S NOTE: TODAY'S NEWS TERMS

John Major	"rapid reaction force"	Adriatic Sea	duress
Slobodan Milosevic	Split, Croatia	crack addict	nurture

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TOP STORY: BOSNIAN CRISIS

1. Why is the United States considering sending ground troops to Bosnia? Under what conditions would they be sent? Do you think this is a good idea? State your rationale.
2. How has British Prime Minister John Major defended the role of international troops in Bosnia? Mr. Major says British troops perform a useful role in Bosnia, as long as they can carry out their mission without what he calls "unacceptable" risk. What do you think this means? How does he define the mission of his country's troops in Bosnia?
3. Generate a class discussion that focuses on students' opinions of U.S. military involvement in Bosnia. Under what conditions, if any, would students support a decision by Pres. Clinton to commit ground troops? Have students work in small groups to research the pros and cons of such a decision and share their findings. Conclude by having each student write an editorial on the issue. Have the class select one "pro" and one "con" editorial for publication in the school newspaper.
4. What international organizations are involved in the search for a solution to the Bosnian crisis and how do their approaches compare? Distribute the HANDOUT (pg 4), have students read the information on the U.N., NATO and the Contact Group, then divide the class into three groups. Have each group
   a. choose one of these organizations and research its contribution to the resolution of this conflict;
   b. present its data in the form of timelines, noting each action and its consequence; and,
   c. in a class discussion, compare the approaches and goals of the three organizations.

PROJECT PREVENT (PART II): ADDICTION AND MOTHERHOOD

5. Discuss the behaviors/emotions of the young mother in the video during her pregnancy. How has her life changed since then? What role has Project Prevent played in these changes?
6. Why is drug use during pregnancy a source of concern? Research the effects of drugs on fetal health: What physiological damage can drugs, alcohol or tobacco cause and how does this occur? Have groups (a) search for data on the long-term effects of drugs on a child's physical/emotional/intellectual development, (b) share research in class, then (c) choose a substance/drug to explore in depth and illustrate with charts, diagrams, etc. Compile these as part of a classroom reference on drugs and health.
7. Ask groups to brainstorm some of the choices people their age must make then examine their lists and identify those choices students feel are especially crucial or far-reaching. Which choices, for example, have the potential to severely limit what young people can do and choose later on? Have groups share their lists and point out/explain the choices they feel are most important.

EDITOR'S DESK: MAKING MOVIES

1. BEFORE VIEWING: Have students brainstorm a list of movies from 1994 that they consider to be "blockbusters." Take a poll to see how many tickets students "consumed" for each of those movies. Which movie was the top "grosser" for the class?

2. AFTER VIEWING: How much did "Forrest Gump" gross? According to Paramount, what was the financial status of the film at the end of 1994? Discuss the difference between gross and net profits. Why might a studio prefer not to show a net profit?

3. According to the Paramount financial statement, what costs incurred during the making of the movie have kept it "in the red"? Have groups research the film industry to explore the costs associated with movie-making. Have groups
   a. select "case studies" of movies and identify the most costly aspects of producing/distributing the films;
   b. find the gross and, if possible, net profit figures for each movie; and,
   c. compare/contrast their findings in a class discussion.

   What are the areas of greatest capital outlay and how much does this vary from movie to movie?

4. Who is Art Buchwald and why does he support Winston Groom's inquiry into Paramount's finances? Have groups search media for the story of Buchwald's suit against Paramount, including the grounds for a suit and the outcome. Have groups pool their data on the Buchwald suit and use this as a springboard for a discussion on plagiarism and the protection of creative work. Compare/contrast the ways works of artistic expression and consumer products are protected from piracy/infringement. Why is this protection important? Which one is more difficult to protect, a product design or an idea? Explain.

5. What are the risks and rewards of choosing a percentage of a film's net profits instead of a flat fee? Have groups search the media for examples of actors, directors and others who have opted for earning percentages. Share results. List some of the "big winners." Who might have earned more with a flat fee?

EXTENSION: If students could earn 2% of the net profits of one of this summer's soon-to-be-released movies, which one would they choose and why? Encourage students to monitor that movie's net profit figures to see what they "earned."

----------EDITOR'S DESK: TODAY'S NEWS TERMS----------

"Forrest Gump" Paramount Pictures Art Buchwald Winston Groom

May 31, 1995 (4)

BOSNIAN CRISIS:
WORLD RESPONSE

STUDENT HANDOUT:

DIRECTIONS: There are 3 international groups that must reach a consensus on what to do about the Bosnian crisis. These groups often have conflicting views and goals. Read the brief explanation of each group and follow the directions below.

THE UNITED NATIONS

The United Nations is a world forum for discussion on crises of this magnitude. The U.N. Security Council, comprised of 15 member nations, must vote to approve any military action before one can be taken by the entire U.N. Of the 15 nations on the Security Council, 5 have permanent status: Britain, France, the U.S., Russia and China. Each of these has veto power; it may single-handedly block any vote by the other Security Council members. France and Britain, with a heavy peacekeeping presence in Bosnia, are both sensitive to any action that could increase hostilities. Russia has strong ties to the Bosnian Serbs.

NATO

The North Atlantic Treaty Organization is a group of allies that assists the U.N. peacekeepers on the ground. NATO's command structure includes the nations of Belgium, Britain, Canada, Denmark, Germany, Greece, Iceland, Italy, Luxembourg, the Netherlands, Norway, Portugal, Spain, Turkey and the United States.

THE CONTACT GROUP

For 2 years, this group of 5 nations---Britain, France, Germany, Russia and the U.S.---has been meeting hoping to carve out a diplomatic solution to the Bosnian crisis. They met again Monday. Their implicit approval is necessary for any military action.

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*** After you have read and discussed this information in class, choose one of these groups and research its contribution to the resolution of the Bosnian war to date. Present your information in the form of a timeline indicating what action(s) was/were taken along with the consequences of each. Discuss how the 3 groups differ/are similar in their approaches to this conflict.

----------CNN NEWSROOM: RELIABLE RESOURCES----------

"Crisis in the Balkans: Three international groups must agree on any action," USA TODAY, 5/30/95, p. 2A.